

#### Espanola Public Schools Tribal Education Status Report 2017-2018

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And
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#### **Tribal Education Status Report**

#### **Espanola Public Schools**

#### **District Wide**

#### 2017-2018

**Bobbie Gutierrez** 

**Denise Johnston** 

Superintendent

Associate Superintendent

Thank you to the following individuals for their contribution to this report:

Julie Gutierrez

Principal

Carlos Vigil Middle School

Anna Gutierrez

Safe schools plan

**Central Office** 

Dan Romero

**Chief Operating Officer** 

**Central Office** 

Holly Martinez

21<sup>st</sup> Century

**Central Office** 

Regina Martinez

SIS System

**Central Office** 

Victoria Gonzales

**Assistant Principal** 

Espanola Valley High

**Candice Harrison** 

Principal

San Juan Elementary

Maria Fidalgo

**Business Manager** 

**Business Office** 

Jessica Wright

**TEWA Teacher** 

San Juan Elementary

**Brandon Cata** 

TEWA Teacher

Carlos Vigil Middle School

Thank you to the following for your collaboration and continued support with Espanola Public Schools:

Ohkay Owingeh Pueblo- Aileen Cruz, Santa Clara Pueblo-Gina Chavarria

#### **SCHOOL ACHIEVEMENT**

#### 1. School Achievement

**EPS Objective.** To support the efforts of the Espanola Public School District to meet the unique educational and culturally related academic needs of the Native American students

**Background.** The New Mexico Assessments that we are evaluating include the following: PARCC (Math grades 3-11), English language arts (Grades 3-11). Reading (K-2) and Science (Grades 3-11). ACCESS (English Proficiency) and reading, math and science for students with disabilities.

**Methods.** During the 2017-2018 School year, students were tested in grades K-2 using the I-station Assessment, PARCC Test was administered grades 3-11 and all ELL students were given the ACCESS test.

#### Results.

• The following graphs and information provided will show the results of our Native American student compared to all other students.

**Conclusion.** This section should include a brief summary of the main points or indicators of how Al students are performing or being addressed from the overall and highlight the main findings from the data analysis.

#### **Action Plan.**

- Increase the graduation rate of our Native American students within three years.
- Increase student's attendance rate at each school site over the next three years.
- Students will demonstrate academic growth in literacy, math and science (K-12).

#### **Student Achievement**

PARCC 2015-16



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ESPANOLA DIST OFFICE NEW MEXICO

A015- 2016 ENGLISH LANGUAGE ARTS / LITERACY Grade 3 Assessment, Spring 2016

0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	0	ď
19.4%	61	0.3%	_	19.0%	60	22.5%	71	24.8%	78	33,3%	105	717	315	No.
														Migrant
0.0%	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0	0	504
20.6%	58	0.4%	1	20.3%	57	23.8%	67	25.6%	72	29,9%	28	720	281	III V-No
8.8%	ω	0.0%	0	8.8%	ω	11.8%	4	17.6%	o	61.8%	21	694	34	IEP - Y68
10,4/8	9	0.070												Students with Disabilities
10 4%	20	0.3%	_	19.0%	60	22.5%	71	24.8%	78	33.3%	105	717	315	Yes
0.0%	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	0	No
														Economic Disadvantage
0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	0	Not Indicated
100.0%		0.0%	0	100.0%	_	0.0%	0	0.0%	0	0.0%	0	766	_	Two or more races
35.7%	O1	7.1%	1	28.6%	4	35,7%	O1	21.4%	ω	7.1%	_	740	14	White
0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	0	Native Hawaiian or Other Pacific Islander
0.0%	0	0.0%	0	0.0%	0	33.3%		66.7%	2	0.0%	0	715	ယ	Black or African-American
50.0%		0.0%	0	50.0%	_	0.0%	0	50.0%	_	0.0%	0	750	2	Asian
35.3%	o o	0.0%	0	35,3%	G	23.5%	4	17.6%	ω	23.5%	4	734	17	American Indian or Alaska Native
17.3%	48	0.0%	0	17.3%	48	21.9%	61	24.8%	69	36.0%	100	715	278	Hispanic or Latino
														Ethnicity/Race
19.3%	29	0.0%	0	19.3%	29	17.3%	26	26.7%	40	36.7%	55	714	150	Male
19.4%	32	0.6%		18.8%	31	27.3%	45	23.0%	38	30.3%	50	721	165	Female
														Gender
19.4%	<u>o</u>	0.3%	بد	%U.8	g	0,0.77	=	74.070	ò	00.076	-60		0	
24.1%	5,861	1.2%	285	23.0%	5,576	24.2%	2,003	23.6%	5,730	28.0%	6,808	747	24,282	District
39.7%	187,460	4.2%	19,713	35.5%	167,747	23.3%	110,217	18,4%	86,937	18.6%	87,799	738	472,413	State Class-Claire
%	*	%	*	%	*	%	*	%	#	%	*			
eded	≥ Level 4 Met or Exceeded Expectations	led lons	Exceeded Expectations	tions	Met Expectations	hed ions	Approached Expectations	Met lons	Partially Met Expectations	A Meet lons	Did Not Yet Mee Expectations	Scale	of Valid Scores	and average scale scores.
•						e Leve	Performance Levels							<b>Purpose:</b> This report describes group achievement in terms of performance levels



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ESPANOLA DIST OFFICE NEW MEXICO

### MATHEMATICS Grade 3 Assessment, Spring 2016

Number	Purpose: This report describes group						Perform	ormano	ance Levels	S					
Balte   477,300   743   588,807   731   4,516   17,514   58,808   731   4,516   17,514   58,808   731   4,516   17,514   58,808   731   4,516   17,514   58,808   731   4,516   17,514   58,808   731   4,516   17,514   58,808   731,714   58,808   34,314   4,5002   3,714   59,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808   70,808	achievement in terms of performance levels and average scale scores.	Number of Valid Scores	Average Scale Score	Level Did Not Ye	t Meet	Level Partially Expectat	Met fons	Level Approal	3 ched tions	Leve Me	tions	Level Exceed	ed tions	≥ Lev. Met or Exc	el 4 seeded
Batis         477,300         743         58,806         12,3%         88,149         18,7%         19,889         25,0%         103,764         34,3%         46,092         9,7%         200,868           7         23,587         731         4,516         17,8%         6,478         28,5%         6,937         21,7%         6,633         28,9%         1,026         4,0%         7,689           7         23,587         722         72         22,7%         50,33%         23,9%         4,0%         7,689         70           7         73         720         72         22,6%         50         30,5%         42         25,6%         30         21,3%         0         0,0%         35           4y/Race         100         727         720         72         26,0%         45         30,0%         31         20,7%         30         21,3%         0         0,0%         30         20,7%         30         20,0%         30         20,0%         30         20,0%         30         20,0%         30         20,0%         30         20,0%         30         20,0%         30         20,0%         30         20,0%         30         20,0%         30				#	%	#	%	#	%	#	%	#	%	72:	%
Part	Cross-State	477,300	743	58,806	12.3%	89,149	18.7%		25.0%	163,764	34,3%	46,092	9.7%	209,856	44.0%
Part	State	25,587	731	4,516	17.6%	6,475	25.3%	6,937	27.1%	6,633	25.9%	1,026	4.0%	7,659	29.9%
164   723   37   22.6%   50   30.5%   42   25.6%   35   21.3%   0   0.0%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   3	District	314	722	76	24.2%	95	30.3%	73	23.2%	65	20.7%	O1	1.6%	70	22.3%
164   723   37   22.6%   50   30.5%   42   25.6%   35   21.3%   0   0.0%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3.3%   35   3	Conder														
Native   150   722   39   260%   45   30.0%   31   20.7%   30   20.0%   5   3.3%   30   30   30   30   30   30   30	Female	164	723	27	70 ECC	5	20 20	45	25 EO.	27	21 20/	5	0.00%	a	3 30
Native 277 720 72 26.0% 86 31.0% 61 22.0% 53 19.1% 5 1.8% 58    Native 17 731 2 11.8% 5 29.4% 5 29.4% 5 29.4% 0 0.0% 0 0.0% 5 29.4% 0 0.0% 0 0.0% 5 29.4% 0 0.0% 0 0.0% 5 29.4% 0 0.0% 0 0.0% 5 29.4% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0%	Male	150	722	39	26.0%	451	30.0%	<u>ن</u>	20.7%	30	20.0%	טח מ	3 3%	20 G	23.3%
Native         277         720         72         26.0%         86         31.0%         61         22.0%         53         19.1%         5         1.8%         58           Native         17         731         2         11.8%         5         29.4%         5         29.4%         5         29.4%         5         29.4%         0         0.0%         5           2         765         0         0.0%         0         0.0%         0         0.0%         2         100.0%         0         0.0%         2           actific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           4         747         1         7.1%         2         14.3%         6         42.9%         5         35.7%         0         0.0%         0           4         737         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0	Ethnicity/Race														
Native         17         731         2         11.8%         5         29.4%         5         29.4%         5         29.4%         0         0.0%         0           actific Islander         2         765         0         0.0%         0         0.0%         0         0.0%         2         100.0%         0         0.0%         2           actific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0	Hispanic or Latino	277	720	72	26.0%	86	31.0%	61	22.0%	53	19.1%	On	1.8%	50	20.9%
2   765   0   0.0%   0   0.0%   0   0.0%   2   100.0%   0   0.0%   0   0.0%   2   100.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.	American Indian or Alaska Native	17	731	2	11.8%	O1	29.4%	Ćn	29.4%	On	29.4%	0	0,0%	O1	29.4%
actific Islander         3         705         1         33.3%         2         66.7%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0	Asian	2	765	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2	100.0%
actific Islander         0         0         0         0         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Black or African-American	S	705		33,3%	2	66,7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14         747         1         7.1%         2         14.3%         6         42.9%         5         35.7%         0         0.0%         5         2           1         737         0         0.0%         0         0.0%         1         100.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%
1 737   0 0.0%   0 0.0%   1 100.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%   0 0.0%	White	14	747		7.1%	2	14.3%	ത	42.9%	O1	35.7%	0	0.0%	On	35.7%
0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Two or more races	_	737	0	0.0%	0	0.0%	_	100.0%	0	0.0%	0	0.0%	0	0.0%
0     0     0     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%     0.0%	Not Indicated	0	0	0	0.0%	0	0,0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
0         0         0         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0% <td>Economic Disadvantage</td> <td></td>	Economic Disadvantage														
314         722         76         24.2%         95         30.3%         73         23.2%         65         20.7%         5         1,6%         70         2           34         701         16         47.1%         11         32.4%         6         17.6%         1         2.9%         0         0,0%         1         2.9%         0         0,0%         1         2.9%         5         1,8%         69         2         2.1%         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2         69         2 <td>No</td> <td>0</td> <td>0</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td>	No	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
34     701     16     47.1%     11     32.4%     6     17.6%     1     2.9%     0     0.0%     1       280     725     60     21.4%     84     30.0%     67     23.9%     64     22.9%     5     1.8%     69     2       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       314     722     76     24.2%     95     30.3%     73     23.2%     65     20.7%     5     1.8%     70     2       0     0     0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Yes	314	722	76	24.2%	95	30.3%	73	23.2%	<u>6</u>	20.7%	O1	1.6%	70	22.3%
as     34     701     16     47.1%     11     32.4%     6     17.6%     1     2.9%     0     0.0%     1       D     280     725     60     21.4%     84     30.0%     67     23.9%     64     22.9%     5     1.8%     69     2       D     0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       D     314     722     76     24.2%     95     30.3%     73     23.2%     65     20.7%     5     1.6%     70     2       C     0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Students with Disabilities														
0         280         725         60         21,4%         84         30.0%         67         23.9%         64         22.9%         5         1,8%         69         2           0         0         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0         0,0%         0         0         0,0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	IEP - Yes	34	701	16	47.1%	1	32.4%	<b>o</b>	17.6%	_	2.9%	0	0.0%	_	2.9%
0     0     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0	IEP - No	280	725	60	21.4%	84	30.0%	67	23.9%	64	22.9%	<b>C</b> I	1.8%	69	24.6%
314 722 76 24.2% 95 30.3% 73 23.2% 65 20.7% 5 1.6% 70 20.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0%	504	0	٥	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
314 722 76 24.2% 95 30.3% 73 23.2% 65 20.7% 5 1.6% 70 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Migrant														
0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0%	No	314	722	76	24.2%	95	30.3%	73	23.2%	65	20.7%	Ch	1.6%	70	22.3%
	Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE
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### ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, Spring 2016

Purpose: This report describes group						Per	Performano	nance Levels	<u>s</u>					
achievement in terms of performance levels and average scale scores.	Number of Valid	Average Scale	Level 1	N -	Level 2	12	Level 3	ည် မ	Level 4	4	Level 5	Οī	≥ Level 4	4
		Score	Expectat	ions	Expectations	itions	Expectations	tions	Expectations	tions	Expectations	ions	Expectations	ions
			*	%	#	%	*	%	#	%	*	%	*	%
Cross-State	461,694	742	55,694	12.1%	81,393	17.6%	125.680	27 2%	159 391	%5 PE	30 538	20 20	108 027	12 10
State	24,016	728	4,679	19.5%	5.956	24.8%	7.389	30.8%	5 510	20 go/	480	2000	7 CO CO	38 00/
District	318	720	76	23,9%	100	31.4%	98	30.8%	44	13.8%	0	0.0%	44	13.8%
Gender														
Female	165	723	29	17.6%	57	34.5%	55	33.9%	23	13.9%	2	0.0%	22	12 00/
Male	153	716	47	30.7%	43	28.1%	42	27.5%	2 !	13.7%	0 0	0.0%	2 6	12.70/
Ethnlcity/Race							i	11.000		0.1.70		0.070	- 1	10.7 /0
Hispanic or Latino	274	719	69	25.2%	80	31.4%	<u>~</u>	29.6%	ယ္သ	13.9%	0	0.0%	22	13 9%
American Indian or Alaska Native	25	719	4	16.0%	9	36.0%	10	40.0%	2	8.0%	0	0.0%	2	8 0%
Asian	2	731	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	ا د	0.0%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	۵	0.0%	0	0.0%	0	0.0%	0	0 0%	0	0.0%
White	17	728	ဒ	17.6%	O1	29,4%	Ot	29.4%	4	23.5%	0	0 0%	4	22 E%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	5	0.0%	0	00%	٥ .	0 00
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2 0	0 0%	o (	0.00
Economic Disadvantage														0.070
No	_	704	0	0.0%	_	100,0%	0	0.0%	0	0.0%	۵	0 0%	0	0.0%
Yes	317	720	76	24.0%	. 99	31.2%	98	30.9%	44	13.9%	0	0 0%	AA	12 00/
Students with Disabilities												414.0	1	0.0
JEP - Yes	42	702	19	45.2%	<u>-</u>	26.2%	10	23.8%	v	4 80%	5	0.0%	s	000
IEP - No	276	722	57	20.7%	89	32.2%	00	31.9%	45	15.2%	٥ (	0.0%	1 6	1,0%
400	0	0	0	0.0%	0	0.0%	5	00%	o li	0.0%	5 6	0.0%	- i	0 000
Migrant						4		0.00		0.079		0.0%	c	0.0%
No	318	720	76	23.9%	100	31.4%	98	30.8%	44	13.8%	0	0 0%	44	13 8%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
													ĺ	



ESPANOLA DIST OFFICE NEW MEXICO

#### MATHEMATICS Grade 4 Assessment, Spring 2016

Purpose: This report describes group						Peri	Performance Levels	e Leve	ŝ					
achievement in terms of performance levels and average scale scores.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Me	1 Meet	Level 2 Partially Met Expectations	Met	Level 3 Approached Expectations	I 3 ched tions	Level 4 Met	I 4	Level 5 Exceeded	ded fons	≥ Level 4 Met or Exceeded	91 4 seded
			#	%	*	%	*	%	#	%	*	%	# .	%
Cross-State	465,134	738	62,145	13.4%	107,861	23.2%	122.344	26.3%	155.223	33.4%	17 561	3 8%	172 784	37 1%
State	24,877	727	4,634	18,6%	7,665	30.8%	6,833	27.5%	5.498	22.1%	247	1 0%	5.745	23.1%
District	320	717	87	27.2%	110	34.4%	<u>8</u>	25.3%	42	13.1%	0	0.0%	42	13.1%
Gender														
Female	165	717	46	27 9%	57	70 Y Z	4	26.10	à	11 500	0	200	5	1 100
Male	155	718	41	26.5%	55 S	34.2%	SS 4	24.5%	23	14.8%	<b>5</b> 0	0.0%	) u	1/1 80%
Ethnicity/Race									ļ			0,0	P	17.070
Hispanic or Latino	276	717	77	27.9%	96	34.8%	68	24.6%	ဌဌ	12.7%	٥	0.0%	35	12.7%
American Indian or Alaska Native	25	717	7	28.0%	9	36.0%	7	28.0%	2	8.0%	٥	0.0%	2	8.0%
Asian	2	719	0	0.0%	_	50.0%	_	50.0%	0	0.0%	٥	0.0%	0	0.0%
Black or African-American	0	0	0	0.0%	0	0,0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	٥	0.0%	0	0.0%
White	17	729	ω	17.6%	4	23.5%	Ćn	29.4%	O1	29,4%	0	0.0%	C/n	29.4%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	، د	0.0%
Economic Disadvantage													,	0.0
No	_	711	0	0.0%	_	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
¥88	319	717	87	27.3%	109	34.2%	<u>œ</u>	25.4%	42	13.2%	0	0.0%	42	13.2%
Students with Disabilities		÷				- 11								
IEP - Yes	42	707	17	40.5%	70	23.8%	⇉	26.2%	4	9.5%	0	0.0%	4	9.5%
IEP - No	278	719	70	25.2%	<u>1</u> 8	36.0%	70	25.2%	38	13.7%	0	0.0%	38	13 7%
504	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	o	0.0%
Migrant												1		4.6
No	320	717	87	27.2%	110	34.4%	20	25.3%	42	13.1%	0	0.0%	42	13.1%
Yes	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

### ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, Spring 2016

Purpose: This report describes group						Perforn	ormance	e Levels	S					
achievement in terms of performance levels and average scale scores.	Number of Valid	Average Scale	Level Did Not Ye	t Meat	Level 2 Partially Met	Met	Level 3 Approached	3 hed	Level 4 Met	4	Level 5 Exceeded	<del>ම්</del>	≥ Level 4 Met or Exceeded	eeded
	1	-	Cilemander	100	Experiencita	i di la	Exhectations	SHOILS	expectations	Suons	Expectations	SUOIS	Expectations	Suon
			*	%	#	%	#	%	<b>4</b> 1:	%	*	%	**	%
Cross-State	456,676	742	48,338	10.6%	89,879	19.7%	125,011	27.4%	175.736	38.5%	17.712	3.9%	193.448	42 4%
State	24,260	729	4,152	17.1%	6,749	27.8%	7.370	30.4%	5.794	23.9%	195	0 8%	5 989	24.7%
District	318	725	59	18.6%	95	29.9%	95	29.9%	o :	21.4%	  -	0.3%	69	21 7%
														1
Gender														
Female	155	726	23	14.8%	52	33.5%	47	30.3%	33	21.3%	٥	0.0%	22	21.3%
Male	163	725	အ	22.1%	43	26.4%	48	29.4%	35	21.5%	، د	0.6%	23 6	22 1%
Ethnicity/Race												0.470	60	
Hispanic or Latino	291	724	St.	18.9%	87	29.9%	<u>8</u>	31.3%	58	19.9%	0	0.0%	On 000	19.9%
American Indian or Alaska Native	13	737	0	0,0%	On	38.5%	2	15.4%	ത	46.2%	0	0.0%	<b>o</b>	46.2%
Asian	2	765	0	0.0%	٥	0.0%	0	0.0%	22	100,0%	0	0.0%	2	100.0%
Black or African-American	0	0	0	0.0%	a	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	12	727	4	33.3%	ω	25.0%	2	16,7%	2	16.7%	_	8.3%	ယ	25.0%
Two or more races	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	o (	0.0%
Not Indicated	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	o ,	0.0%
Economic Disadvantage														
No	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	318	725	59	18.6%	95	29,9%	95	29.9%	တ္ထ	21.4%	_	0.3%	9	21.7%
Students with Disabilities														
IEP - Yes	46	707	20	43.5%	16	34.8%	Ch	10.9%	C)1	10.9%	0	0.0%	On .	10.9%
IEP - No	272	729	39	14.3%	79	29,0%	90	33.1%	ගු	23.2%	_	0.4%	20	23.5%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	00%	0	0.0%
Migrant												0.070	•	0.000
No	318	725	59	18,6%	95	29.9%	95	29.9%	တ္ထ	21.4%	_	0.3%	69	21.7%
Yes	0	o	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

### MATHEMATICS Grade 5 Assessment, Spring 2016

Purpose: This report describes group						Perform	ormano	nance Levels	S					
achievement in terms of performance levels and average scale scores.	Number of Valid	Average Scale	Level 1		Level 2	2	Level 3	ω	Level 4	4	Level 5	OI	≥ Level 4	<u>9</u> 4
	Scores	Score	Expectati	tions	Expectations	lions	Expectations	tions	Expectations	tions	Expectations	ions	Expectations	lons
			**	%	*	%	*	%	#	%	*	%	*	%
Cross-State	458,946	739	50.640	11.0%	106.077	23.1%	129.723	28.3%	145 436	31 7%	27 070	7 Q0/	172 506	37 A9
State	24,621	729	3,962	16.1%	7,059	28.7%	7.386	30.0%	5.719	23.2%	495	2 0%	8 214	25.2%
District	322	721	78	24.2%	95	29.5%	93	28.9%	53	16.5%	ω	0.9%	56	17.4%
Gender														
Female	158	720	41	25.9%	45	28.5%	47	29.7%	25	15.8%	0	0.0%	25	15.8%
Male	164	723	37	22.6%	50	30.5%	46	28.0%	28	17.1%	ω	1.00%	<u> </u>	18.9%
Ethnicity/Race														
Hispanic or Latino	295	721	74	25.1%	87	29.5%	88	28.8%	47	15.9%	2	0.7%	49	16.6%
American Indian or Alaska Native	13	733	1	7.7%	<sub>د</sub> ی	23,1%	o o	46.2%	ω	23.1%	٥	0.0%	ယ	23.1%
Asian	2	757	0	0.0%	0	0.0%	_	50.0%	_	50.0%	0	0.0%	_	50.0%
Black or African-American	0	0	0	0.0%	0	0,0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	12	724	ယ	25.0%	O1	41.7%	_	8.3%	2	16.7%	_	8.3%	ω	25.0%
Two or more races	0	0	0	0.0%	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	_	679	_	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	321	722	77	24.0%	95	29.6%	93	29.0%	සු	16.5%	ω	0.9%	ຫຼ	17.4%
Students with Disabilities														
IEP - Yes	46	707	23	50.0%	7	15.2%	6	21.7%	<b>o</b>	13.0%	0	0.0%	00	13.0%
IEP - No	276	724	ያ	19,9%	88	31.9%	ස	30.1%	47	17.0%	ω	1.1%	50	18 1%
504	0	0	0	0.0%	0	0.0%		0.0%	0	0.0%	0	00%	0	0 0%
Migrant												1		0.0
No	322	721	78	24.2%	95	29.5%	93	28.9%	53	16.5%	ω	0.9%	50	17.4%
Yes	0	0	0	0.0%	0	0,0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

### ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, Spring 2016

Purpose: This report describes group						Perform	ormano	nance Levels	S					
achievement in terms of performance levels and average scale scores.	Number of Valid	Average Scale	Level Did Not Ye	1 Meet	Level 2 Partially Met	Met	Level 3 Approached	l 3 ched	Level 4 Met	4	Level 5	<u>ල</u> ග	≥ Level 4 Met or Exceeded	el 4 eeded
			*	%	#	%	*	%	#	s.	#	%	# 0/	2
Cross-State	457,000	741	50.424	11.0%	85.216	18.6%	133 304	29 2%	158 436	34 7%	20 820	ת ת	2000	44 30/
State	23,897	729	3,999	16.7%	6,295	26.3%	7.817	32.7%	5.395	22.6%	391	1.6%	5.786	24.2%
District	297	725	52	17.5%	78	26.3%	121	40.7%	46	15.5%	0	0.0%	46	15.5%
Gender														
Female	148	731	<del></del>	12.2%	34	23.0%	gr.	43.9%	<u> </u>	20 g%	0	0.00	ñ	20.00
Male	149	719	2	22.8%	44	29.5%	56	37.6%	<u>.</u>	10.1%	o (	0 0 0	<u>.</u>	10.1%
Ethnicity/Race												0.070	ā	0.1
Hispanic or Latino	259	724	49	18.9%	68	26.3%	105	40.5%	37	14.3%	0	0.0%	37	14.3%
American Indian or Alaska Native	24	734	2	8.3%	3	12.5%	14	58.3%	On	20.8%	0	0.0%	On	20.8%
Asian	0	٥	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Black or African-American	0	٥	0	0.0%	0	0,0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	14	729	_	7.1%	7	50.0%	2	14.3%	4	28.6%	0	0.0%	4	28.6%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	2	711	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	295	725	52	17.6%	76	25.8%	121	41.0%	46	15.6%	0	0.0%	46	15.6%
Students with Disabilities														
IEP - Yes	31	699	16	51.6%	00	25.8%	7	22.6%	0	0.0%	0	0.0%	0	0.0%
IEP-No	266	728	36	13.5%	70	26.3%	114	42.9%	46	17.3%	0	0.0%	400	17.3%
504	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0 0%	0	0.0%
Migrant												0.00	•	0.0
No	297	725	52	17.5%	78	26.3%	121	40,7%	46	15.5%	0	0.0%	46	15.5%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE
NEW MEXICO

### MATHEMATICS Grade 6 Assessment, Spring 2016

Number   Sories   Sorie   So	Purpose: This report describes group						Perform	ormano	nance Levels	S					
Source   S	achievement in terms of performance levels and average scale scores.	Number	Average	Level		Level	N	Leve	ω	100	4	Level	Ol	≥ Leve	4
## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9%		Scores	Score	Expecta	ons	Expectat	tions	Expecta	tions	Expecta	tions	Expectat	led ions	Met or Exc Expectat	Seded
				*	%	#	%	*	%	*	%	#£	%	*	%
24,021         725         4,674         19.5%         7,572         31.5%         7,038         29.3%         4,477         18.4%         220         1,378         4,078         20.3%         4,477         18.4%         220         1,378         4,078         22.0         1,378         4,078         220         1,378         4,078         220         1,378         4,078         220         1,378         4,078         22         0,778         28           149         720         52         12.4%         52         34.9%         53         35.6%         17         11.4%         1         0,7%         18           Nellive         24         719         22         20.0%         88         34.2%         59         37.5%         2         8.3%         0         0,0%         2         0.0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0	Cross-State	459,036	736	59,582	13.0%	110.834	24.1%	132 452	28.9%	133 094	290 0%	23.074	7 Oo.	156 169	24 00/
	State	24,021	725	4,674	19.5%	7.572	31.5%	7.038	29 3%	4 417	18 40/	390	1 30/	A 727	10 70/
149   722   26   17.4%   52   34.9%   53   35.6%   17   11.4%   1   0.7%   18   149   149   1717   29   19.5%   53   35.6%   59   39.6%   7   4.7%   1   0.7%   18   149   149   1717   29   19.5%   53   35.6%   59   39.6%   7   4.7%   1   0.7%   18   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149   149	District	298	720	55	18.5%	105	35,2%	112	37.6%	24	8.1%	2	0.7%	26.	8 7%
149   722   26   17.4%   52   34.9%   53   35.6%   17   11.4%   1   0.7%   18   1   144   1717   28   19.5%   53   35.6%   7   4.7%   1   0.7%   18   1   144   1   0.7%   14   1   0.7%   14   1   0.7%   14   1   0.7%   14   1   0.7%   14   1   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14   0.7%   14													-		6
149   722   26   17.4%   52   34.9%   53   35.6%   17   11.4%   1   0.7%   18   14   14   14   17   29   19.5%   53   35.6%   59   39.6%   7   4.7%   1   0.7%   18   14   14   14   14   14   14   14	Gender														
149   717   29   19.5%   53   35.6%   59   37.3%   7   4.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   1   0.7%   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.	Female	149	722	26	17.4%	52	34.9%	55	35.6%	17	11 4%		0 7%	n n	13 19
Native         260         720         52         20.0%         89         34.2%         97         37.3%         20         7.7%         2         0.8%         22           Native         24         719         2         8.3%         11         45.8%         97         37.3%         20         7.7%         2         0.8%         22           Native         24         719         2         8.3%         11         45.8%         97         37.5%         2         8.3%         0         0.0%         2           0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           aviific Islander         14         726         1         7.1%         5         35.7%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0% <td>Male</td> <td>149</td> <td>717</td> <td>29</td> <td>19.5%</td> <td>တ္သ</td> <td>35.6%</td> <td>55</td> <td>39.6%</td> <td>7</td> <td>4 7%</td> <td>۔ د</td> <td>0.7%</td> <td>æ 7</td> <td>n 40/</td>	Male	149	717	29	19.5%	တ္သ	35.6%	55	39.6%	7	4 7%	۔ د	0.7%	æ 7	n 40/
Native         280         720         52         20.0%         89         34.2%         97         37.3%         20         7.7%         2         0.8%         22           Native         24         719         2         8.3%         11         45.8%         9         37.5%         20         7.7%         2         0.8%         22           Native         24         719         2         8.3%         11         45.8%         9         37.5%         2         8.3%         0         0.0%         2           0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           actific islander         14         726         1         7.1%         5         35.7%         6         42.9%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         <	Ethnicity/Race											-	0.7		0,11,0
Native         24         719         2         8.3%         11         45.8%         9         37.5%         Z         8.3%         0         0.0%         2           4         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%	Hispanic or Latino	260	720	52	20.0%	89	34.2%	97	37.3%	20	7.7%	v	0.8%	25	20 70%
O   O   O   O   O   O   O   O   O   O	American Indian or Alaska Native	24	719	2	8.3%	-1	45.8%	9	37.5%	2	8.3%	0 1	0.0%	ا د	20.00
actific Islander         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Asian	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
actific Islander         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14         726         1         7.1%         5         35.7%         6         42.9%         2         14.3%         0         0.0%         2         1           0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0% <t< td=""><td>Native Hawaiian or Other Pacific Islander</td><td>0</td><td>0</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></t<>	Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	White	14	726		7.1%	ហ	35.7%	o	42.9%	2	14.3%	0	0.0%	2	14.3%
0         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <th< td=""><td>Two or more races</td><td>0</td><td>0</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>۵</td><td>0 0%</td><td>5</td><td>0.0%</td></th<>	Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	۵	0 0%	5	0.0%
2         678         1         50.0%         1         50.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	، د	0.0%	<b>.</b>	0.0%
2     678     1     50.0%     1     50.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       296     720     54     18.2%     104     35.1%     112     37.8%     24     8.1%     2     0.7%     26       31     694     19     61.3%     8     25.8%     3     9.7%     0     0.0%     1     3.2%     1       267     723     36     13.5%     97     36.3%     109     40.8%     24     9.0%     1     0.4%     25       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       298     720     55     18.5%     105     35.2%     112     37.6%     24     8.1%     2     0.7%     26       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Economic Disadvantage												40.0		0,0,0
296         720         54         18.2%         104         35.1%         112         37.8%         24         8.1%         2         0.7%         26           31         694         19         61.3%         8         25.8%         3         9.7%         0         0.0%         1         3.2%         1           267         723         36         13.5%         97         36.3%         109         40.8%         24         9.0%         1         0.4%         25           0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0.0%         0         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	No	2	678	_	50.0%	_	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
31   694   19   61.3%   8   25.8%   3   9.7%   0   0.0%   1   3.2%   1	Y88	296	720	2	18.2%	104	35.1%	112	37.8%	24	8	s .	0.7%	200	0000
38     31     694     19     61.3%     8     25.8%     3     9.7%     0     0.0%     1     3.2%     1       0     267     723     36     13.5%     97     36.3%     109     40.8%     24     9.0%     1     0.4%     25       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       298     720     55     18.5%     105     35.2%     112     37.6%     24     8.1%     2     0.7%     26       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Students with Disabilities									!			91. 76	100	6
0     267     723     36     13.5%     97     36.3%     109     40.8%     24     9.0%     1     0.4%     25       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       298     720     55     18.5%     105     35.2%     112     37.6%     24     8.1%     2     0.7%     26       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	IEP - Yes	31	694	19	61.3%	œ	25.8%	ω	9.7%	0	0 0%	_	3 2%	٠.	200
0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0     0.0%     0     0     0.0%     0     0     0.0%     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0	IEP - No	267	723	36	13.5%	97	36.3%	100	40.8%	24	9 0%	_ د	0.4%	y .	9 4%
298 720 55 18.5% 105 35.2% 112 37.6% 24 8.1% 2 0,7% 26 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	504	0	0	0	0.0%	0	0.0%	٥	0.0%	0	0.0%	ه ا	0.0%	o	0.0%
298 720 55 18.5% 105 35.2% 112 37.6% 24 8.1% 2 0.7% 26 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	Migrant												0.000		0.0
0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0%	No	298	720	S	18.5%	105	35.2%	112	37.6%	24	8.1%	N	0.7%	26	8 7%
	Yes	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

### ENGLISH LANGUAGE ARTS / LITERACY Grade 7 Assessment, Spring 2016

achievement in terms of performance levels	Number	Average				-1								
	of Valid	Scale	Did Not Yet Ma		Level 2	S N	Level 3	် မ	Level 4	•	Level 5	U1	≥ Level 4	4
	Scores	Score	Expectati	lons	Expectations	ions	Expectations	lions	Expectations	ions	Expectations	ions	Expectations	SUO
			*	%	#	%	#	%	#	%	#	%	*	%
Cross-State	451,004	742	61,520	13,6%	79,534	17.6%	112.365	24.9%	139.416	30.9%	58 169	129%	197 585	43 8%
State	23,628	725	5,441	23.0%	6,201	26.2%	6,549	27.7%	4.625	19.6%	812	3.4%	5.437	23.0%
District	247	712	79	32.0%	89	36,0%	58	23.5%	19	7.7%	N	0.8%	21	8.5%
Gender														
Temale														
	133	715	38	28.6%	52	39.1%	29	21.8%	13	9.8%		0.8%	14	10,5%
Male	114	709	4	36.0%	37	32.5%	29	25.4%	တ	5.3%	_	0.9%	7	o 1%
Ethnicity/Race														9
Hispanic or Latino	218	712	70	32.1%	79	36.2%	49	22.5%	168	8.3%	2	0.9%	20	9.2%
American Indian or Alaska Native	ō	712	O1	27.8%	œ	44.4%	4	22.2%	_	5.6%	0	0.0%	:	5.6%
Asian	ω	735	0	0.0%	a	0.0%	ω	100.0%	0	0.0%	0	0.0%	0	0.0%
Black or African-American	0	0	0	0,0%	٥	0.0%	a	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	7	705	4	57.1%	_	14.3%	2	28.6%	0	0.0%	0	0.0%	o ,	0.0%
Two or more races	_	705	0	0.0%	_	100.0%	0	0.0%	0	0.0%	5	00%	э (	0 00
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	00%	۰ ر	0.0%
Economic Disadvantage												610.0		0.070
No	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0 0%
Yes	247	712	79	32.0%	89	36.0%	58	23.5%	19	7.7%	v	0.8%	2 .	נוני אוני
Students with Disabilities												41.0	!	9
IEP - Yes	26	688	21	80.8%	N	7.7%	ω	11.5%	0	0.0%	0	0 0%	2	0 0%
IEP - No	221	715	58	26.2%	87	39.4%	ឡ	24.9%	19	8.6%	N	0 9%	2 .	50 50
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0 !	0 0%
Migrant														4.6
No	247	712	79	32.0%	89	36.0%	58	23.5%	10	7.7%	2	0.8%	21	8 5%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%



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### MATHEMATICS Grade 7 Assessment, Spring 2016

Purpose: This report describes group						Perforn	iorman	nance Levels	els					
achievement in terms of performance levels and average scale scores.	Number	Average	Lavel 1		Level 2	2	Level 3	<u>.</u>	Level 4	4	Level	CI	≥ Level 4	4
	Scores	Scale	Did Not Yet Mee Expectations	Meet	Partially Met Expectations	Met	Approached Expectations	ched tions	Met Expectations	ions	Exceeded Expectations	led io⊓s	Met or Exceeded Expectations	eeded
			**	%	#	%	*	%	#	%	*	%	71:	%
Cross-State	436,969	735	51,068	11.7%	108.591	24.9%	142.981	32 7%	117 869	27 0%	16 460	200	12/1 220	30.7%
State	23,773	724	4,247	17.9%	7.912	33.3%	7.607	32.0%	3 750	15.80%	257	1 10	4 007	16 00/
District	248	721	42	16.9%	99	39.9%	87	35.1%	19	7.7%		0.4%	20	8 1%
													į	
Gender														
Female	133	718	27	20.3%	56	44.4%	37	27.8%	ω	5.8%		0.8%	5	7 5%
Male	115	724	<del>1</del> 5	13.0%	40	34.8%	50	43.5%	6	8.7%	<b>o</b> .	0.0%	<b>5</b> 6	8 7%
Ethnicity/Race												0.070	ā	6: 3
Hispanic or Latino	219	721	37	16.9%	85	38.8%	77	35.2%	19	8.7%		0.5%	20	9.1%
American Indian or Alaska Native	18	719	ဒ	16.7%	CO	44.4%	7	38.9%	٥	0.0%	0	0.0%	0	0.0%
Asian	3	731	0	0.0%	_	33.3%	2	66.7%	0	0.0%	0	0.0%	0	0.0%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0,0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	7	715	2	28,6%	4	57.1%	_	14.3%	0	0.0%	0	0.0%	0	0.0%
Two or more races	_	713	0	0.0%		100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	<b>5</b> (	0.0%
Economic Disadvantage												6.674	<	0.00
No	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0 0%
Yes	248	721	42	16.9%	99	39.9%	87	35.1%	19	7.7%	ے ا	0.4%	8	20 1%
Students with Disabilities													ļ	
IEP - Yes	26	705	10	38.5%	13	50.0%	ω	11.5%	0	0.0%	0	0.0%	0	0.0%
IEP - No	222	722	32	14.4%	86	38.7%	22	37.8%	19	8.6%	_	0.5%	20	9.0%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant													,	
No	248	721	42	16,9%	99	39.9%	87	35.1%	19	7.7%	_	0.4%	20	8.1%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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### ENGLISH LANGUAGE ARTS / LITERACY Grade 8 Assessment, Spring 2016

Purpose: This report describes group						Perform	ormance	e Leveis	S					
achievement in terms of performance levels and average scale scores.	Number	Average	Level		Level 2	2	Level 3	Cu	_	4	Level 5	OI	≥ Level 4	4
	Scores	Score	Expectat	lons lons	Partially Met Expectations	Met	Approached Expectations	tions	Met Expectations	ions	Expectations	ded tions	Met or Exceeded  Expectations	eeded
			*	%	#:	%	#	%	#	%	*	%	#	%
Cross-State	441,609	743	61,975	14.0%	75.506	17.1%	108.966	24 7%	157 243	35.6%	37 010	מ	105 160	AA 20/
State	23,464	728	4,991	21.3%	J. 691	24.3%	6.760	28.8%	5.560	23.7%	465	2 0%	6 093	25.70/
District	272	711	96	35.3%	83	30,5%	72	26.5%	21	7.7%	0	0.0%	21	7 7%
Gender														
Female	125	717	27	37 40/	5	3	1							
Male	137	705	y 9	43 1%	A 6	31 40%	5 4 1	18 20%	<del>5</del> =	7 20/	5 0	0.0%	<b>5</b> =	0.1%
Ethnicity/Race							100	1012.00	ā			0.076	ā	7.3/0
Hispanic or Latino	243	711	87	35.8%	73	30.0%	65	26.7%	<del>-</del>	7.4%	0	0.0%	<u></u>	7.4%
American Indian or Alaska Native	13	714	ယ	23.1%	ത	46.2%	2	15.4%	2	15.4%	0	0.0%	2	15.4%
Asian	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	16	710	0	37.5%	4	25.0%	<b>C</b> n	31.3%	_	6.3%	0	0.0%		6.3%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	o ,	0.0%
Economic Disadvantage													•	3
No	2	689	_	50.0%	_	50.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	270	712	95	35.2%	82	30.4%	72	26.7%	21	7.8%	0	0.0%	21	7.8%
Students with Disabilities														
IEP - Yes	36	679	33	91.7%	Ν.	5.6%		2.8%	0	0.0%	0	0.0%	0	0.0%
IEP - No	236	716	63	26.7%	81	34,3%	71	30.1%	21	8.9%	٥	0.0%	21	8 9%
504	0	0	0	0.0%	٥	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	272	711	96	35.3%	83	30.5%	72	26,5%	21	7.7%	0	0.0%	21	7.7%
Yes	0	٥	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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NEW MEXICO

### MATHEMATICS Grade 8 Assessment, Spring 2016

Purpose: This report describes group						Perforn	iorman	nance Levels	S					
achievement in terms of performance levels and average scale scores.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Me	el 1 fet Meet	Level 2 Partially Met	Net	Level 3 Approached	l 3 ched	Level 4 Met	4	Level 5	ed 5	≥ Level 4 Met or Exceeded	eeded
			1	2			170.4						- Andrewson of the	10110
			#	8	#	%	**	%	*	*	*	%	#	%
Cross-State	360,747	728	84,644	23.5%	88,254	24.5%	84,248	23.4%	90,928	25,2%	12.673	3.5%	103.601	28.7%
State	19,281	711	6,913	35.9%	6,219	32,3%	3,971	20.6%	2.117	11.0%	<u>0.</u>	0.3%	2.178	11 3%
District	222	695	125	56.3%	70	31.5%	24	10.8%	ω	1.4%	0	0.0%	<u>ا</u> دی	14%
Gender														
Female	105	697	<u>n</u>	70 80% 20 80%	4	30 00	3	3 10	,	2	,	2	,	
Male	117	693	74	63.2%	2 -	24 80%	<u>.</u> .	0 101	a c	) (c)	o c	0,0%	a   c	0.0%
Ethnicity/Race						1		0.1		5		0.076	c	0,0.2
Hispanic or Latino	199	695	113	56.8%	61	30.7%	23	11.6%	2	1.0%	0	0.0%	2	1.0%
American Indian or Alaska Native	<u>-</u>	700	O1	45.5%	(J)	45.5%	_	9.1%	0	0.0%	0	0.0%	0	0.0%
Asian	0	0	0	0.0%	0	0,0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Black or African-American	0	0	0	0.0%	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	12	689	7	58.3%	4	33,3%	0	0,0%	_	8.3%	0	0.0%		8.3%
Two or more races	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0 0%	<b>5</b>	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	00%	5	0 0%	5	0 0%	5 6	0 00
Economic Disadvantage										1		0.070	•	0.075
No	2	690	_	50.0%	_	50,0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	220	695	124	56.4%	ඉ	31.4%	24	10.9%	ω	1.4%	0	0.0%	ω ,	1 4%
Students with Disabilities														
IEP - Yes	33	669	30	90.9%	ω	9.1%	0	0.0%	0	0.0%	0	0.0%	0	0 0%
IEP - No	189	699	95	50.3%	67	35,4%	24	12.7%	ω	1.6%	0	0.0%	ω	1 6%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0 0%
Migrant												0.070		0.00
No	222	695	125	56.3%	70	31.5%	24	10.8%	ω	1.4%	0	0.0%	ω	1.4%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE
NEW MEXICO

### ENGLISH LANGUAGE ARTS / LITERACY Grade 9 Assessment, Spring 2016

Number   Average   Charlest   C	Purpose: This report describes group						Perforn	ormano	nance Levels	<u>v</u>					
State   Scotte   Sc	achievement in terms of performance levels and average scale scores.	Number of Valid	Average	Level		Level	2	Level	ω	Leve	4	Level	OI	≥ Leve	4
State   Stat		Scores	Score	Expectat	lons of	Expectat	ions	Approac Expectat	ions	Met Expectal	ions	Expectat	ions	Met or Exc Expectat	eeded:
Statise 278,231 738 4,551 16,4% 53,728 19,3% 70,463 25,3% 65,695 30,8% 22,873 6,2% 106,526 24,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20 22,20				**	%	#	%	#:	%	#	%	#	%	*	%
	Cross-State	278,231	738	45.514	16.4%	53.728	19.3%	70 463	25 30%	85 852	30 A%	22 872	10 C 00	100 506	30.00
	State	24,205	729	4.642	19.2%	6.002	24.8%	6.929	28.6%	5.913	24 4%	710	300	6633	37 /0/
123   735   15   12.2%   27   22.0%   43   35.0%   35   28.5%   3   2.4%   38     105   720   27   28.7%   33   31.4%   29   27.5%   15   14.3%   1   1.0%   16     205   728   37   18.0%   55   26.8%   65   31.7%   44   21.5%   4   2.0%   48     Native   10   725   3   30.0%   1   10.0%   3   30.0%   3   30.0%   3   30.0%   4   20.0%   4   20.0%   4     Native   10   0   0   0   0   0   0   0   0	District	228	728	42	18.4%	60	26.3%	72	31.6%	50	21.9%	4	1.8%	54	23.7%
123   735   15   12.2%   27   22.0%   43   35.0%   36   28.5%   3   2.4%   38   38   38   38   38   38   38   3											!			9	10.1
123   735   15   12.2%   27   22.0%   43   35.0%   35   28.5%   3   2.4%   38   105   720   27   25.7%   33   31.4%   29   27.6%   15   14.3%   1   1.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   16   12.0%   12.0%   16   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0%   12.0	Gender														
105   720   27   25.7%   33   31.4%   29   27.6%   15   14.3%   1   1.0%   16	Female	123	735	15	12.2%	27	22.0%	43	35.0%	35	28.5%		24%	2	30 0%
Native 205 728 37 18.0% 55 26.8% 65 31.7% 44 21.5% 4 2.0% 48 10 725 3 30.0% 1 10.0% 3 30.0% 3 30.0% 3 30.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0%	Male	105	720	27	25.7%	33	31.4%	29	27.6%	<b>o</b> n 5	14.3%	، د	1.0%	<u> </u>	15.2%
Native         205         728         37         18.0%         55         26.8%         65         31.7%         44         21.5%         4         2.0%         48           Native         10         725         3         30.0%         1         10.0%         3         30.0%         3         30.0%         0         0.0%         3           A         728         1         25.0%         1         25.0%         1         25.0%         1         25.0%         0         0.0%         0           a         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           a         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 </td <td>Ethnicity/Race</td> <td></td> <td>10,70</td> <td>ē</td> <td>i di</td>	Ethnicity/Race												10,70	ē	i di
Native         10         725         3         30.0%         1         10.0%         3         30.0%         0         0.0%         3           Auxific Islander         4         728         1         25.0%         1         25.0%         1         25.0%         1         25.0%         1         25.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0	Hispanic or Latino	205	728	37	18.0%	55	26.8%	ස	31.7%	4	21.5%	4	2.0%	48	23.4%
4 728	American Indian or Alaska Native	10	725	ယ	30.0%	_	10.0%	ယ	30.0%	ω	30.0%	0	0.0%	ယ	30.0%
actific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0 <td>Asian</td> <td>4</td> <td>728</td> <td></td> <td>25.0%</td> <td>_</td> <td>25.0%</td> <td></td> <td>25.0%</td> <td>_</td> <td>25.0%</td> <td>0</td> <td>0.0%</td> <td></td> <td>25.0%</td>	Asian	4	728		25.0%	_	25.0%		25.0%	_	25.0%	0	0.0%		25.0%
Pacific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td>Black or African-American</td> <td>0</td> <td>0</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td>	Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9         730         1         11.1%         3         33.3%         3         33.3%         2         22.2%         0         0.0%         2           0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <th< td=""><td>Native Hawaiian or Other Pacific Islander</td><td>0</td><td>0</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></th<>	Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	White	9	730	_	11.1%	ω	33.3%	ω	33.3%	2	22.2%	0	0.0%	2	22.2%
0         0         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0         0,0%         0         0,0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td>Two or more races</td> <td>0</td> <td>0</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td>	Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
28         739         5         17.9%         4         14.3%         7         25.0%         10         35.7%         2         7.1%         12           200         726         37         18.5%         56         28.0%         65         32.5%         40         20.0%         2         7.1%         12           14         696         10         71.4%         3         21.4%         0         0.0%         1         7.1%         0         0.0%         1           214         730         32         15.0%         57         26.6%         72         33.6%         49         22.9%         4         1.9%         53           0         0         0         0.0%         0         0.0%         0         0.0%         0           228         728         42         18.4%         60         26.3%         72         31.6%         50         21.9%         4         1.8%         54           0         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0	Not Indicated	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	o (	0.0%
28         739         5         17.9%         4         14.3%         7         25.0%         10         35.7%         2         7.1%         12           200         726         37         18.5%         56         28.0%         65         32.5%         40         20.0%         2         7.1%         12           14         696         10         71.4%         3         21.4%         0         0.0%         1         7.1%         0         0.0%         1           214         730         32         15.0%         57         26.6%         72         33.6%         49         22.9%         4         1.9%         53           30         0         0         0.0%         0         0.0%         0         0.0%         0           40         228         728         42         18.4%         60         26.3%         72         31.6%         50         21.9%         4         1.8%         54           50         0         0         0         0.0%         0         0.0%         0         0.0%         0	Economic Disadvantage												919		0.0
200         726         37         18.5%         56         28.0%         65         32.5%         40         20.0%         2         1.0%         42           14         696         10         71.4%         3         21.4%         0         0.0%         1         7.1%         0         0.0%         1           214         730         32         15.0%         57         26.6%         72         33.6%         49         22.9%         4         1.9%         53           0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	No	28	739	O1	17.9%	4	14.3%	7	25.0%	6	35.7%	N	7.1%	12	42.9%
14     696     10     71.4%     3     21.4%     0     0.0%     1     7.1%     0     0.0%     1       214     730     32     15.0%     57     26.6%     72     33.6%     49     22.9%     4     1.9%     53       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       228     728     42     18.4%     60     26.3%     72     31.6%     50     21.9%     4     1.8%     54       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Yes	200	726	37	18.5%	56	28.0%	සු	32.5%	46	20,0%	N	1.0%	42	21.0%
es     14     696     10     71.4%     3     21.4%     0     0.0%     1     7.1%     0     0.0%     1       0     214     730     32     15.0%     57     26.6%     72     33.6%     49     22.9%     4     1.9%     53       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       228     728     42     18.4%     60     26.3%     72     31.6%     50     21.9%     4     1.8%     54       20     0     0     0     0     0.0%     0     0.0%     0     0.0%     0	Students with Disabilities														
o     214     730     32     15.0%     57     26.6%     72     33.6%     49     22.9%     4     1.9%     53       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       228     728     42     18.4%     60     26.3%     72     31.6%     50     21.9%     4     1.8%     54       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	IEP - Yes	14	696	10	71.4%	ω	21.4%	0	0.0%	_	7.1%	۵	0 0%	_	7 1%
0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0     0.0%     0     0     0.0%     0     0     0.0%     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0	IEP - No	214	730	32	15.0%	57	26.6%	72	33.6%	49	22.9%	4	1.9%	53	24.8%
228     728     42     18.4%     60     26.3%     72     31.6%     50     21.9%     4     1.8%     54     2       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	5	0.0%
228     728     42     18.4%     60     26.3%     72     31.6%     50     21.9%     4     1.8%     54     2       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Migrant												0,070	,	0.0
0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	No	228	728	42	18.4%	60	26.3%	72	31.6%	50	21.9%	4	1.8%	22	23.7%
	Y BS	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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### Grade 10 Assessment, Spring 2016

Purpose: This report describes group						Perf	Performance Levels	Se Leve	S					
acrievement in terms of performance levels and average scale scores.	Number of Valid	Average Scale	Level Did Not Ye	Keat 1	Level 2 Partially Met	Net	Level 3 Approache	l 3 ched	Level 4 Met	. 4	Level 5	ded or	≥ Level 4	eded
	Scores	Score	Expectati	tions	Expectations	ions	Expectations	tions	Expectations	tions	Expectations	tions	Expectations	ions
			*	%	##	%	*	%	#	%	#	%	**	%
Cross-State	195,641	737	47,059	24.1%	30,078	15.4%	39.516	20.2%	55.729	28.5%	23 259	11 9%	79 099	40.4%
State	22,963	730	5,718	24.9%	4,407	19.2%	5.477	23.9%	5.840	25.4%	1 591	B B%	7 361	33 10
District	243	710	95	39.1%	69	28.4%	43	17.7%	34	14.0%	N	0.8%	36	14.8%
Gender														
Female	118	719	37	31.4%	34	28.8%	22	18.6%	24	20.3%	_	0.8%	25	21.2%
Male	125	702	58	46.4%	ဒ္ဌ	28.0%	21	16.8%	10	8.0%	_1	08%	<u> </u>	00
Ethnicity/Race												9.0		0.0,0
Hispanic or Latino	202	711	77	38.1%	<u>ي</u>	28.7%	2	16.8%	<u>د</u>	15.3%	v	1.0%	22	16.3%
American Indian or Alaska Native	00	699	4	50,0%	ω	37.5%	0	0.0%	_	12.5%	0	0.0%	. د	12.5%
Asian	2	741	0	0.0%	0	0.0%	2	100.0%	0	0.0%	٥	0.0%	0	0.0%
Black or African-American	2	701	1	50.0%	_	50.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Native Hawalian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	28	705	13	46.4%	ത	21.4%	7	25.0%	2	7.1%	0	0.0%	2	7 1%
Two or more races	_	721	0	0.0%	_	100.0%	0	0.0%	0	0.0%	5	00%	o	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.0%
Economic Disadvantage														0.00
No	42	716	14	33.3%	6	23.8%	10	23.8%	œ	19.0%	0	0.0%	200	19.0%
Yes	201	709	81	40.3%	59	29.4%	జ	16.4%	26	12.9%	2	10%	28	13 9%
Students with Disabilities													ľ	10.0
IEP - Yes	15	665	14	93.3%	_	6.7%	0	0.0%	0	0.0%	0	0 0%	5	0.0%
IEP - No	228	713	<u>ფ</u>	35.5%	ගි	29.8%	43	18.9%	34	14 9%	v (	0 9%	بر در	15.00%
504	0	0	0	0.0%	٥	0.0%	0	0 0%	0	0.0%	ון כ	0.0%	o 8	0.0%
Migrant										0.00		0.070	•	0.076
No	243	710	95	39.1%	69	28.4%	43	17.7%	34	14.0%	N	0.8%	36	14.8%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	o	0.0%	0	0.0%	0	0.0%



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE NEW MEXICO

### Grade 11 Assessment, Spring 2016

Purpose: This report describes group						Perform	ormano	nance Levels	S					
achievement in terms of performance levels and average scale scores.	Number	Average	Level		Level 2	12	Level 3	ω	Level 4	4	Level 5	OI	≥ Level 4	<u>9</u>
	Scores	Score	Expectations		Expectations	tions	Approached Expectations	ions	Met Expectations	tions	Exceeded Expectations	tions	Met or Exceeded  Expectations	tions
			*	%	#	%	#	%	#	%	#	%	#	%
Cross-State	139,152	737	26,692	19.2%	26.014	18.7%	33.019	23.7%	42.698	30.7%	10 729	7 70%	53 427	39 4%
State	21,268	742	2,962	13.9%	3,583	16.8%	5,294	24.9%	7.610	35.8%	1.819	8 6%	9 429	44.3%
District	199	723	49	24.6%	51	25.6%	53	26.6%	42	21.1%	4	2.0%	46	23.1%
Gender														
Female	96	732	17	17.7%	17	17.7%	31	32.3%	28	29.2%	ω	3.1%	ယ	32.3%
Male	103	716	32	31.1%	34	33.0%	22	21.4%	14	13.6%	_	1.0%	<u></u>	14.6%
Ethnicity/Race												1000	-	11.070
Hispanic or Latino	181	723	<b>5</b>	24.9%	47	26,0%	48	26.5%	38	21.0%	ω	1.7%	41	22.7%
American Indian or Alaska Native	2	700	1	50.0%	_	50.0%	0	0.0%	0	0.0%	٥	0,0%	0	0.0%
Asian	_	752	0	0.0%	0	0.0%	0	0.0%	_	100.0%	0	0.0%		100.0%
Black or African-American	_	707	0	0.0%		100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander		747	0	0.0%	0	0.0%	_	100.0%	0	0.0%	0	0.0%	0	0.0%
White	13	732	ယ	23.1%	2	15.4%	4	30.8%	ω	23.1%	_	7.7%	4	30.8%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	31	743	2	6.5%	<b>o</b>	19,4%	9	29.0%	ಚ	41.9%	_	3.2%	14	45.2%
Yes	168	720	47	28.0%	45	26.8%	4	26,2%	29	17.3%	ω	1.8%	32	19.0%
Students with Disabilities														
IEP - Yes	14	694	9	64.3%	2	14.3%	12	14.3%	_	7.1%	٥	0.0%	اد	7 1%
IEP - No	185	726	40	21.6%	49	26.5%	51	27,6%	41	22,2%	4		45	24.3%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	۵	0.0%	5	0 0%
Migrant												3		9.6
No	199	723	49	24.6%	51	25.6%	53	26,6%	42	21.1%	4	2.0%	46	23.1%
Yes	0	0	0	0.0%	0	0.0%	o	0.0%	0	0.0%	0	0.0%	0	0.0%



CONFIDENTIAL:- DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE NEW MEXICO

## MATHEMATICS Geometry Assessment, Spring 2016

Number   Average   Charlet   Charl	Purpose: This report describes group						Perfor		mance Levels	Sign					
## 96 ## 96 ## 96 ## 96 ## 96 ## 96 ## 96 ## 9732   140,004   7322   140,004   7322   140,004   7322   140,004   7322   140,004   7323   140,004   7323   140,004   7323   140,004   7323   140,004   7323   140,004   7323   140,004   7323   140,004   7323   140,004   7323   140,004   7323   140,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,004   740,00	achievement in terms of performance levels and average scale scores,	Number of Valid Scores	Average Scale Score	養養品	Meet	Leve Partially Expecta	12 / Met tions	Leve Approa Expecta	13 ched tions	Leve Me: Expecta	I 4 t	Level Exceed	5 ded tions	≥ Levo	el 4 eeded
blate         147,084         732         16,085         10,9%         46,933         91,5%         44,863         30,8%         30,882         22,7%         4,841         3.3%         3,987           22,010         728         2,895         12,2%         9,012         49,9%         6,938         31,8%         3,282         21,4%         143         0,7%         3,387           3         2,2010         715         2,285         12,2%         9,012         49,9%         6,938         31,8%         3,282         14,6%         143         0,7%         3,887           3         2         1,27         2         1,27%         2         1,2%         60         4,2%         54         21,3%         18         0,0%         12           4         1,27         7,17         2         1,2%         10,0%         2,5%         2,1         1,2%         0,0%         12           4         1,27         7,17         2         1,2%         1,2%         4,3         2,2%         1,2%         0         0,0%         12           4         1,27         7,13         2         1,2%         1,2         83,9%         2         1,2%         1,2%				*	%	#	%	*	%	*	%	*	%	*	%
22,016   725   2,885   12,2%   6,972   40,9%   6,936   31,5%   3,222   14,8%   145   0,7%   3,387   18   18   18   18   18   18   18	Cross-State	147,094	732	16,065	10.9%	46,333	31.5%	44.963	30.6%	34.892	23.7%	4 841	33%	30 733	27 0%
	State	22,010	725	2,695	12.2%	9,012	40.9%	6.936	31.5%	3.222	14.6%	145	0.7%	3.367	15 30
127   717   22   17.3%   60   47.2%   33   26.0%   12   9.4%   0   0.0%   12     126   713   24   19.0%   75   59.6%   21   16.7%   6   4.9%   0   0.0%   6     210   715   39   18.6%   112   53.3%   43   20.5%   16   7.6%   0   0.0%   0   0.0%   6     211   715   39   18.6%   112   53.3%   43   20.5%   16   7.6%   0   0.0%   0   0.0%   0     13   747   2   15.4%   9   99.2%   2   16.7%   16   7.6%   0   0.0%   0   0.0%   0     2   703   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     2   703   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     2   714   5   20.0%   7   28.0%   7   28.0%   1   4.0%   0   0.0%   0     0   0   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     0   0   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     2   701   10   45.5%   10   45.5%   11   26.6%   1   4.5%   0   0.0%   0     2   701   10   45.5%   10   45.5%   11   26.6%   1   4.5%   0   0.0%   0     2   701   10   45.5%   10   45.5%   11   26.6%   1   4.5%   0   0.0%   0     2   701   10   45.5%   10   45.5%   1   4.5%   0   0.0%   0     2   701   10   45.5%   10   45.5%   1   4.5%   0   0.0%   0     2   701   10   45.5%   10   45.5%   1   4.5%   0   0.0%   0     2   701   10   45.5%   10   45.5%   1   4.5%   0   0.0%   0     2   701   10   45.5%   10   45.5%   1   4.5%   0   0.0%   0     2   701   10   45.5%   10   45.5%   1   4.5%   0   0.0%   0     2   701   10   45.5%   10   45.5%   1   4.5%   0   0.0%   0     2   701   10   45.5%   10   45.5%   1   4.5%   0   0.0%   0     2   701   10   45.5%   10   45.5%   1   4.5%   0   0.0%   0     3   715   46   18.2%   13   53.4%   53   22.9%   17   7.4%   0   0.0%   0     4   715   715   715   715   715   715   715   715   715   715   715   715     5   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   715   71	District	253	715	46	18.2%	135	53,4%	2	21.3%	<del>1</del>	7.1%	0	0.0%	100	7.1%
127   717   22   17.3%   50   47.2%   33   25.0%   12   9.4%   0   0.0%   12     126   713   24   19.0%   75   59.5%   21   16.7%   6   4.9%   0   0.0%   12     127   715   39   18.6%   112   53.3%   43   20.5%   16   7.6%   0   0.0%   0   0.0%   16     Native   13   717   2   15.4%   9   69.2%   2   15.4%   0   0.0%   0   0.0%   0   0.0%   0     2   703   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     3   748   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     2   703   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     3   714   5   20.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     4   5   714   5   20.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     5   714   719   5   11.6%   72   51.2%   71   25.6%   5   11.6%   0   0.0%   0   0.0%   0   0.0%   0     6   701   714   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719   719															
127   717   22   17.3%   60   47.2%   33   26.0%   12   9.4%   0   0.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12   12.0%   12	Galica														
126   713   24   19.0%   75   59.5%   21   16.7%   6   4.8%   0   0.0%   6	Female	127	717	22	17.3%	60	47.2%	33	26.0%	12	9.4%	0	0.0%	12	9.4%
Native 210 715 39 18.6% 112 53.3% 43 20.5% 16 7.6% 0 0.0% 18 717 2 15.4% 9 69.2% 2 15.4% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.	Male	126	713	24	19.0%	75	59.5%	21	16.7%	ຫ i	4.8%	0	0.0%	on i	4.8%
Native 210 715 39 18.6% 112 53.3% 43 20.5% 16 7.6% 0 0.0% 18 13 717 2 15.4% 9 69.2% 2 15.4% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	Ethnicity/Race												21.07.0		100
Native         13         717         2         15.4%         9         89.2%         2         15.4%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Hispanic or Latino	210	715	39	18.6%	112	53.3%	43	20.5%	16	7.6%	0	0.0%	<u></u>	7.6%
3 748 0 0.0% 0 0.0% 2 66.7% 1 33.3% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	American Indian or Alaska Native	13	717	2	15.4%	9	69.2%	2	15.4%	0	0.0%	0	0.0%	0	0.0%
actific Islander         2         703         0         0.0%         2         100,0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0 <td>Asian</td> <td>3</td> <td>748</td> <td>0</td> <td>0,0%</td> <td>0</td> <td>0.0%</td> <td>2</td> <td>66.7%</td> <td>_</td> <td>33,3%</td> <td>0</td> <td>0.0%</td> <td>، د</td> <td>33.3%</td>	Asian	3	748	0	0,0%	0	0.0%	2	66.7%	_	33,3%	0	0.0%	، د	33.3%
actific Islander         0         0         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 </td <td>Black or African-American</td> <td>2</td> <td>703</td> <td>0</td> <td>0.0%</td> <td>2</td> <td>100.0%</td> <td>٥</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td>	Black or African-American	2	703	0	0.0%	2	100.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%
25         714         5         20.0%         12         48.0%         7         28.0%         1         4.0%         0         0.0%         1           0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%
0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td>White</td> <td>25</td> <td>714</td> <td>(h</td> <td>20.0%</td> <td>12</td> <td>48.0%</td> <td>7</td> <td>28.0%</td> <td>_</td> <td>4.0%</td> <td>0</td> <td>0.0%</td> <td></td> <td>4.0%</td>	White	25	714	(h	20.0%	12	48.0%	7	28.0%	_	4.0%	0	0.0%		4.0%
0         0         0         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Two or more races	0	0	0	0.0%	۵	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
43     719     5     11.6%     22     51.2%     11     25.6%     5     11.6%     0     0.0%     5     1       210     714     41     19.5%     113     53.8%     43     20.5%     13     6.2%     0     0.0%     13       22     701     10     45.5%     10     45.5%     1     4.5%     1     4.5%     0     0.0%     1       231     716     36     15.6%     125     54.1%     53     22.9%     17     7.4%     0     0.0%     17       253     715     46     18.2%     135     53.4%     54     21.3%     18     7.1%     0     0.0%     0       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Not Indicated	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	ا د	0.0%
43     719     5     11.6%     22     51.2%     11     25.6%     5     11.6%     0     0.0%     5       210     714     41     19.5%     113     53.8%     43     20.5%     13     6.2%     0     0.0%     13       22     701     10     45.5%     10     45.5%     1     4.5%     1     4.5%     0     0.0%     1       231     716     36     15.6%     125     54.1%     53     22.9%     17     7.4%     0     0.0%     17       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       253     715     46     18.2%     135     53.4%     54     21.3%     18     7.1%     0     0.0%     0       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Economic Disadvantage												0.070		0.076
210     714     41     19.5%     113     53.8%     43     20.5%     13     6.2%     0     0.0%     13       22     701     10     45.5%     10     45.5%     1     4.5%     1     4.5%     1     4.5%     0     0.0%     1       231     716     36     15.6%     125     54.1%     53     22.9%     17     7.4%     0     0.0%     17       0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       253     715     46     18.2%     135     53.4%     54     21.3%     18     7.1%     0     0.0%     18       0     0     0     0     0.0%     0     0.0%     0     0.0%     0	No	43	719	O)	11.6%	22	51.2%	<u>-</u>	25.6%	C)1	11.6%	0	0.0%	On .	11.6%
22     701     10     45.5%     10     45.5%     1     4.5%     1     4.5%     1     4.5%     0     0.0%     1       231     716     36     15.6%     125     54.1%     53     22.9%     17     7.4%     0     0.0%     17       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       253     715     46     18.2%     135     53.4%     54     21.3%     18     7.1%     0     0.0%     18       0     0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Yes	210	714	41	19.5%	113	53.8%	43	20.5%	13	6.2%	0	0.0%	<u>ئ</u>	B 2%
es     22     701     10     45.5%     1     4.5%     1     4.5%     1     4.5%     0     0.0%     1       o     231     716     36     15.6%     125     54.1%     53     22.9%     17     7.4%     0     0.0%     17       o     0     0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       o     253     715     46     18.2%     135     53.4%     54     21.3%     18     7.1%     0     0.0%     18       o     0     0     0     0     0.0%     0     0.0%     0     0.0%     0	Students with Disabilities												9,0	ě	Q.
o     231     716     36     15.6%     125     54.1%     53     22.9%     17     7.4%     0     0.0%     17       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       253     715     46     18.2%     135     53.4%     54     21.3%     18     7.1%     0     0.0%     18       0     0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	IEP - Yes	22	701	<b>1</b> 0	45.5%	<del>1</del>	45.5%	_	4.5%	٠.	4.5%	5	0 0%	_	4 5%
0 0 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0 0,0% 0 0 0,0% 0 0 0,0% 0 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0 0,	IEP - No	231	716	36	15.6%	125	54.1%	සු	22.9%	17	7.4%	0	0.0%	17	7 4%
253 715 46 18.2% 135 53.4% 54 21.3% 18 7.1% 0 0.0% 18 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	s .	00%	o :	0.0%
253 715 46 18.2% 135 53.4% 54 21.3% 18 7.1% 0 0.0% 18 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	Migrant												6.672		0.076
0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	No	253	715	46	18.2%	135	53.4%	54	21.3%	18	7.1%	0	0.0%	<u>.</u>	7.1%
	Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

### MATHEMATICS Algebra II Assessment, Spring 2016

Purpose: This report describes group						Perf	Performance Levels	э Сөү	əls					
achievement in terms of performance levels and average scale scores.	Number of Valid	Average Scale	Level		Level 2	Mat	Level 3	The Co	Level 4	4	Level 5	(O)	≥ Level 4	4
		Score	Expectati	ons	Expectations	ions	Expectations	tions	Expectations	tions	Expectations	ions	Expectations	Suoi
			*	%	*	%	*	%	#	%	#	%	#	%
Cross-State	141,929	720	47,706	33.6%	33,625	23.7%	27.816	19.6%	30 204	21 3%	2 578	1 20 0	30 780	22 10
State	20,157	715	6.983	34.6%	Dr. 066	28.1%	4.410	21 qo/	2 942	14.60	מת	0 0	3 000	45 40/
District	220	698	119	54.1%	64	29.1%	29	13.2%	00 1	3.6%	o 8	0.0%	200	3.6%
										0,0,0		0.0	c	0.0
Gender														
Female	102	698	52	52.9%	32	31.4%	12	11.8%	4	3.9%	2	0.0%	Δ	300 2
Male	118	698	හු	55.1%	32	27.1%	17	14.4%	Δ.	3 4%	o (	0.0%	<u> </u>	2 40/
Ethnicity/Race										0.170		0.070	4	1,
Hispanic or Latino	197	697	110	55.8%	57	28.9%	22	11.2%	00	41%	5	0 0%	20	4 1%
American Indian or Alaska Native	1	702	0	0.0%	_	100.0%	0	0.0%	0	0.0%	0	0.0%	0 6	0.0%
Asian	ω	726	0	0.0%		33.3%	2	66.7%	0	0.0%	٥	0.0%	0	0.0%
Black or African-American		693	-	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.0%
Native Hawaiian or Other Pacific Islander	_	714	0	0.0%	_	100.0%	٥	0.0%	0	0.0%	0	0 0%	0	0.0%
White	16	699	œ	50.0%	4	25.0%	4	25.0%	0	0.0%	٥	0.0%	<b>5</b> (	0.0%
Two or more races		730	0	0.0%	0	0.0%	_	100.0%	0	0.0%	5	00%	<b>5</b>	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0 (	0.0%
Economic Disadvantage												21.0	,	9.0
No	35	711	12	34.3%	12	34,3%	10	28.6%	_	2.9%	0	00%	_	2 0%
Yes	185	696	107	57.8%	55	28.1%	10	10.3%	7	3.8%	0	00%	7	3 20 5
Students with Disabilities														6.6
IEP - Yes	18	679	15	83.3%	ω	16.7%	0	0.0%	0	0 0%	0	00%	0	0.0%
EP - No	202	700	104	51.5%	<u>ත</u>	30.2%	29	14.4%	00)	4 0%	0	0.0%	00 (	4.0%
504	0	0	0	0.0%	٥	0.0%	0	00%	0	0 0%	، د	00%	<b>5</b> 0	0.0%
Migrant										0.0		0.070	<	0.0
No No	220	698	119	54.1%	64	29.1%	29	13.2%	œ	3.6%	0	0.0%	00	3.6%
Tag	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	o	0.0%	0	0.0%



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### MATHEMATICS Algebra I Assessment, Spring 2016

Number   Scale   Sca	Purpose: This report describes group						Perform	ormano	mance Levels	S					
	achievement in terms of performance levels and average scale scores.		Average Scale	Level Did Not Yet	Meet	Level	Net	Level	3 ched	Level Met	4	Level	ed O	≥ Level 4 Met or Exceeded	) 4 Reded
# % # % # % # % # % # % # % # % # % # %		Scores	Score	Expectati	ions	Expectat	IONS	Expecta	tions	Expectat	ions	Expectati	ons	Expectations	ions
				*	%	#	%	#	%	*	%	*	%	*	%
25,979   723   5,192   20,0%   8,700   33,8%   7,025   27,0%   4,859   18,7%   123   24,3   712   62   25,5%   105   43,2%   61   25,1%   4,859   18,7%   123   24,3%   61   25,1%   61,2%   713   714   31   23,7%   51   45,5%   24   21,4%   53   24,1%   714   51   27,7%   51   45,5%   24   21,4%   5   5,4%   0   0   0   0   0   0   0   0   0	Cross-State	328,029	734	50,698	15.5%	84.352	25.7%	84.439	25.7%	100 578	30.7%	7 983	2 4%	108 540	22.10
243   712   62   25.5%   105   43.2%   61   25.1%   15   6.2%   0	State	25,979	723	5,192	20.0%	8,780	33.8%	7.025	27.0%	4.859	18.7%	123	0.5%	4.982	19 2%
131   714   31   23.7%   54   41.2%   37   28.2%   9   6.9%   0   112   711   31   27.7%   51   45.6%   24   21.4%   6   54.9%   0   0   112   711   31   27.7%   51   45.6%   24   21.4%   6   54.9%   0   0   0   0   0   0   0   0   0	District	243	712	62	25.5%	105	43.2%	61	25.1%	<b>5</b>	6.2%	0	0.0%	15 i	6.2%
131   714   31   23.7%   54   41.2%   37   28.2%   9   6.9%   0															
131   714   31   23.7%   54   41.2%   37   28.2%   9   6.9%   0   112   711   31   27.7%   51   45.5%   24   21.4%   6   5.4%   0   220   713   55   25.0%   97   44.1%   53   24.1%   15   6.8%   0   220   713   55   25.0%   97   22.2%   4   44.4%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0	Gender														
112   711   31   27.7%   51   45.5%   24   21.4%   6   5.4%   0	Female	131	714	31	23.7%	54	41.2%	37	28.2%	9	6.9%	0	0.0%	æ	n 90 %
Native         220         713         55         25.0%         97         44.1%         53         24.1%         15         6.8%         0           Native         9         713         55         25.0%         97         44.1%         53         24.1%         15         6.8%         0           Native         9         713         33.3%         2         22.2%         4         44.4%         0         0.0%         0           1         683         1         100.0%         0         0.0%         0         0.0%         0         0.0%         0           aciffic Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           aciffic Islander         13         712         3         23.1%         6         46.2%         4         30.8%         0         0.0%         0           aciffic Islander         19         710         5         26.3%         0         0.0%         0         0.0%         0           aciffic Islander         19         710         5         26.3%         10         52.6%         4         30.9%	Male	112	711	31	27.7%	<u>ი</u>	45.5%	24	21.4%	<b>ග</b>	54%	5	0.0%	ס פ	7.4%
Native         220         713         55         25.0%         97         44.1%         53         24.1%         15         6.8%         0           Native         9         713         35         25.0%         97         44.1%         53         24.1%         15         6.8%         0           1         693         1         100.0%         0         0.0%         0         0.0%         0         0.0%         0           3         1         100.0%         0         0.0%         0         0.0%         0         0.0%         0           3         1         100.0%         0         0.0%         0         0.0%         0         0.0%         0           3         1         712         3         23.1%         6         45.2%         4         30.8%         0         0.0%         0           4         0         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           3         1         712         3         26.3%         10         52.6%         2         10.5%         2         10.5%         0 <td>Ethnicity/Race</td> <td></td> <td>0.070</td> <td></td> <td>0.1</td>	Ethnicity/Race												0.070		0.1
Native         9         713         3         333%         2         222%         4         444%         0         0.0%         0           actific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           actific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           actific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           actific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0<	Hispanic or Latino	220	713	g	25.0%	97	44.1%	ස	24.1%	on	6.8%	2	0.0%	<u>,</u>	% A
1   693   1   100,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%   0   0,0%	American Indian or Alaska Native	9	713	ω	33.3%	2	22,2%	4	44.4%	0	0.0%	0	0.0%	0 1	0.0%
actific Islander         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Asian	د.	693	_	100.0%	a	0.0%	0	0,0%	0	0.0%	0	0.0%	0	0.0%
Pacific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0	Black or African-American	0	0	0	0.0%	o	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
13 712 3 23.1% 6 46.2% 4 30.8% 0 0.0% 0 0 0 0 0 0 0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.	Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	۵	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0	White	13	712	ယ	23.1%	മ	46.2%	4	30.8%	0	0.0%	0	0.0%	0	0.0%
0     0     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0     0 <td>Two or more races</td> <td>0</td> <td>0</td> <td>0</td> <td>0.0%</td> <td>٥</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>э (</td> <td>0.0%</td>	Two or more races	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	э (	0.0%
19     710     5     26,3%     10     52,6%     2     10.5%     2     10.5%     0       224     713     57     25,4%     95     42,4%     59     26,3%     13     5,8%     0       12     696     7     58,3%     5     41,7%     0     0,0%     0     0,0%     0       231     713     55     23,8%     100     43,3%     61     26,4%     15     6,5%     0       243     712     62     25,5%     105     43,2%     61     25,1%     15     6,2%     0       0     0     0     0,0%     0     0,0%     0     0,0%     0	Not Indicated	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	o	0 0%	o (	0.0%
19     710     5     26.3%     10     52.6%     2     10.5%     2     10.5%     0       224     713     57     25.4%     95     42.4%     59     26.3%     13     5.8%     0       12     696     7     58.3%     5     41.7%     0     0.0%     0     0.0%     0       231     713     55     23.8%     100     43.3%     61     26.4%     15     6.5%     0       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       243     712     62     25.5%     105     43.2%     61     25.1%     15     6.2%     0       0     0     0     0.0%     0     0.0%     0     0.0%     0	Economic Disadvantage												1		6:0
224         713         57         25.4%         95         42.4%         59         26.3%         13         5.8%         0           12         696         7         58.3%         5         41.7%         0         0.0%         0         0.0%         0           231         713         55         23.8%         100         43.3%         61         26.4%         15         6.5%         0           0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           243         712         62         25.5%         105         43.2%         61         25.1%         15         6.2%         0           0         0         0         0.0%         0         0.0%         0         0.0%         0	No	19	710	On .	26,3%	10	52.6%	2	10.5%	2	10.5%	0	0.0%	2	10.5%
12 696 7 58.3% 5 41.7% 0 0.0% 0 0.0% 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0%	Yes	224	713	57	25.4%	95	42.4%	59	26.3%	ယ်	5.6%	0	00%	<u>.</u>	5 20%
88 12 696 7 58.3% 5 41.7% 0 0.0% 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0%	Students with Disabilities														6.6
0     231     713     55     23.8%     100     43.3%     61     26.4%     15     6.5%     0       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       243     712     62     25.5%     105     43.2%     61     25.1%     15     6.2%     0       0     0     0.0%     0     0.0%     0     0.0%     0	IEP - Yes	12	696	7	58.3%	(J1	41.7%	0	0.0%	0	0.0%	0	00%	0	0 0%
0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0%	IEP - No	231	713	55	23.8%	100	43.3%	<u> </u>	26.4%	on .	6.5%	5	0 0%	on o	D 00 00 00 00 00 00 00 00 00 00 00 00 00
243 712 62 25.5% 105 43.2% 61 25.1% 15 6.2% 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0 (	0 0%	o (	0.0%
243 712 62 25.5% 105 43.2% 61 25.1% 15 6.2% 0 0 0.0% 0 0.0% 0 0.0% 0	Migrant												6.670	,	6.6
0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	No	243	712	62	25.5%	105	43.2%	61	25.1%	5	6,2%	٥	0.0%	<u>ත</u>	6.2%
	Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

#### Student Achievement

PARCC 2016-17



ESPANOLA DIST OFFICE NEW MEXICO

2016-2017
ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, Spring 2017

Purpose: This report describes group						Perforr	formance	se Levels	sle					
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Meet	Level 2 Partially Met Expectations	Met tions	Leve Appros	1 3 Iched	Level 4 Met Expectations	14 t	Level 5 Exceeded Expectations	ded tions	≥ Level 4 Met or Exceeded Expectations	el 4 seded
			**	%	#	%	#	%	#	%	#	%	#	%
Cross-State	421,107	738	80,556	19.1%	74,838	17.8%	97.255	23.1%	150.901	35.8%	17 557	42%	168 458	40.0%
State	24,733	725	6,599	26.7%	5,478	22.1%	6.190	25.0%	6.215	25.1%	251	1 0%	6.466	26.1%
District	307	715	105	34.2%	80	26.1%	63	20.5%	59	19.2%	0	0.0%	59	19.2%
Gender														
Female	157	720	AA	700 SC	47	30.00	2	27. 79	3	3		2	3	3
Male	150	711	21 :	40.7%	a) =	22.0%	2 3	10.20%	37	19 00/	5 6	0.0%	3 6	40.470
Ethnicity/Race									i.	10000		0.070	1	10,070
Hispanic or Latino	264	714	95	36.0%	72	27.3%	ত্ৰ	19.3%	46	17.4%	0	0.0%	46	17.4%
American Indian or Alaska Native	16	720	O1	31.3%	2	12.5%	6	37.5%	ω	18.8%	0	0.0%	ယ	18.8%
Asian	2	771	0	0.0%	0	0,0%	0	0.0%	2	100.0%	0	0.0%	2	100.0%
Black or African-American	2	708		50.0%	0	0.0%	0	0.0%	_	50,0%	0	0.0%	_	50.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	21	728	4	19.0%	<b>C</b> h	23.8%	On	23.8%	7	33.3%	0	0.0%	7	33.3%
Two or more races	2	732	0	0.0%	_	50.0%	_	50.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Economic Disadvantage														
No	6	722	ω	50.0%	0	0.0%	0	0.0%	ω	50.0%	0	0.0%	ω	50.0%
Y98	301	715	102	33.9%	8	26.6%	63	20.9%	56	18.6%	0		50	18.6%
Students with Disabilities														
IEP - Yes	39	695	25	64.1%	<b>ග</b>	15.4%	ധ	12.8%	ယ	7.7%	٥	0.0%	ω	7 7%
IEP - No	268	718	80	29.9%	74	27.6%	58	21.6%	56	20,9%	0	0.0%	56	20.9%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Migrant														
No	307	715	105	34.2%	80	26.1%	ස	20.5%	59	19.2%	0	0.0%	59	19.2%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

#### MATHEMATICS Grade 3 Assessment, Spring 2017

Number   Score   Column   Co	Purpose: This report describes group						Perl	Performan	nance Levels	S					
## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9% ## 9%	achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level Did Not Yel Expectati	1 Meet	Level Partially Expecta	Met tlons	Leve Approa Expects	13 ched tions	Leve Met	tions	Level Exceed	ded tions	≥ Lev Met or Ex Expecta	el 4 ceeded tions
				*	%	*	%	*	%	#	%	#	%	* .	8
	Cross-State	426,427	742	55,098	12.9%	78.595	18.4%	111.485	26.1%	138 686	30 50%	49 583	10.0%	181 240	40 EW
308   722   80   26.0%   83   28.9%   90   28.2%   47   15.3%   8   2.6%   55	State	25,859	731	4,687	18.1%	6,091	23.6%	7.292	28.2%	6.627	25.6%	1.162	4.5%	7 789	30.1%
158   723   38   24.1%   40   25.3%   51   32.3%   28   16.5%   3   1.9%   29   25   25   25   25   25   25   25	District	308	722	80	26.0%	83	26.9%	90	29.2%	47	15.3%	œ i	2.6%	8	17.9%
158   723   38   24.1%   40   26.3%   51   32.3%   26   16.5%   3   1.9%   29   26.0%   21   14.0%   5   3.3%   26   26.0%   21   14.0%   5   3.3%   26   26.0%   21   14.0%   5   3.3%   26   26.0%   21   14.0%   5   3.3%   26   26.0%   21   14.0%   5   3.3%   26   26.0%   21   14.0%   5   3.3%   26   26.0%   27   26.0%   27   26.0%   27   27.0%   27   27.0%   27   27.0%   27   27.0%   27   27.0%   27   27.0%   27   27.0%   27   27.0%   27   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%	Gender														
150   720   42   28.0%   43   28.7%   39   26.0%   21   14.0%   5   3.3%   26.0%   21   14.0%   5   3.3%   26.0%   21   14.0%   5   3.3%   26.0%   21   14.0%   5   3.3%   26.0%   21   14.0%   5   3.3%   26.0%   21   14.0%   5   3.3%   26.0%   21   14.0%   5   3.3%   26.0%   21   14.0%   5   3.3%   26.0%   22   26.0%   22   27.2%   26.2%   27.2%   26.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%   27.2%	Female	158	723	ယ္ထ	24.1%	40	25.3%	יים מי	30.50%	200	18 50	دم	1 00/	20	10 40
Native         286         721         67         25.3%         74         27.9%         81         30.8%         37         14.0%         6         23%         43           Native         16         724         67         25.3%         74         27.9%         81         30.8%         37         14.0%         6         23%         43           Native         16         724         68         37.5%         0         0.0%         7         43.8%         3         18.8%         0         0.0%         3           2         789         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0	Male	150	720	42	28.0%	43	28.7%	39	26.0%	2 5	14 0%	ס ת	2 20%	36.0	17 20/
Native         285         721         67         25.3%         74         27.9%         81         30.8%         37         14.0%         6         23%         43           Native         16         724         6         37.5%         0         0.0%         7         43.8%         37         14.0%         6         23%         3           2         789         0         0.0%         0         0.0%         0         0.0%         1         50.0%         2           2         789         0         0.0%         0         0.0%         0         0.0%         1         50.0%         2           2         789         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           4acific Islander         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0% <th< td=""><td>Ethnicity/Race</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>(</td><td>0.076</td><td>l c</td><td></td></th<>	Ethnicity/Race											(	0.076	l c	
Native         16         724         6         37.5%         0         0.0%         7         43.8%         3         18.8%         0         0.0%         2         38.9%         0         0.0%         7         43.8%         3         18.8%         0         0.0%         2         0.0%         1         50.0%         1         50.0%         1         50.0%         2         2         6         28.6%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%<	Hispanic or Latino	265	721	67	25.3%	74	27.9%	œ	30.6%	37	14.0%	o	2.3%	43	16.2%
2 789	American Indian or Alaska Native	16	724	6	37.5%	0	0.0%	7	43.8%	ω	18.8%	0	0.0%	ω	180 80%
actific Islanneter         2         684         1         50.0%         1         50.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0	Asian	2	789	0	0.0%	a	0.0%	0	0,0%	_	50.0%	_	50.0%	2	100.0%
Pacific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Black or African-American	2	684		50.0%	_	50.0%	0	0,0%	0	0.0%	0	0.0%	0	0.0%
21         725         6         28.6%         6         28.6%         2         9.5%         6         28.6%         1         4.8%         7           2         718         0         0.0%         2         100.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2         718         0         0.0%         2         100.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	White	21	725	ത	28.6%	6	28.6%	2	9.5%	ത	28.6%	_	4.8%	7	33.3%
0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         <	Two or more races	2	718	0	0.0%	2	100.0%		0.0%	0	0.0%	0	0.0%	5	0.0%
6         727         1         16.7%         1         16.7%         2         33.3%         2         33.3%         0         0.0%         2           302         721         79         26.2%         82         27.2%         88         29.1%         45         14.9%         8         2.6%         53           39         709         17         43.6%         11         28.2%         7         17.9%         2         5.1%         2         5.1%         4           269         723         63         23.4%         72         26.8%         83         30.9%         45         16.7%         6         2.2%         51           0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0	Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0 0%	0	0.0%
6         727         1         16.7%         1         16.7%         2         33.3%         2         33.3%         0         0.0%         2           302         721         79         26.2%         82         27.2%         88         29.1%         45         14.9%         8         2.6%         53           39         709         17         43.6%         11         28.2%         7         17.9%         2         5.1%         2         5.1%         4           269         723         63         23.4%         72         26.8%         83         30.9%         45         16.7%         6         2.2%         51           90         0         0         0.0%         0         0.0%         0         0.0%         0           90         723         80         26.0%         83         26.9%         90         29.2%         45         16.7%         6         2.2%         51           90         722         80         26.0%         83         26.9%         90         29.2%         47         15.3%         8         2.6%         55           90         0         0         0	Economic Disadvantage												21.0		0.0
302   721   79   26.2%   82   27.2%   88   29.1%   45   14.9%   8   2.6%   53	No	0	727		16.7%	_	16.7%	2	33.3%	8	33.3%	0	0.0%	v	33.3%
39     709     17     43.6%     11     28.2%     7     17.9%     2     5.1%     2     5.1%     4       269     723     63     23.4%     72     26.8%     83     30.9%     45     16.7%     6     2.2%     51       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       308     722     80     26.0%     83     26.9%     90     29.2%     47     15.3%     8     2.6%     55       0     0     0     0.0%     0     0.0%     0     0.0%     0	Yes	302	721	79	26.2%	82	27.2%	88	29.1%	45	14.9%	co	2.6%	53	17.5%
es     39     709     17     43.6%     11     28.2%     7     17.9%     2     5.1%     2     5.1%     4       o     269     723     63     23.4%     72     26.8%     83     30.9%     45     16.7%     6     2.2%     51       o     0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       o     308     722     80     26.0%     83     26.9%     90     29.2%     47     15.3%     8     2.6%     55       o     0     0     0     0     0.0%     0     0.0%     0     0.0%     0	Students with Disabilities														
o     269     723     63     23,4%     72     26,8%     83     30,9%     45     16,7%     6     2,2%     51       0     0     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0       308     722     80     26,0%     83     26,9%     90     29,2%     47     15,3%     8     2,6%     55       0     0     0     0     0     0     0,0%     0     0,0%     0     0,0%     0	IEP - Yes	39	709	17	43.6%	≟	28,2%	7	17.9%	2	5.1%	v	un 1%	4	10.3%
0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 </td <td>IEP - No</td> <td>269</td> <td>723</td> <td>ස</td> <td>23,4%</td> <td>72</td> <td>26.8%</td> <td>ස</td> <td>30.9%</td> <td>45</td> <td>16.7%</td> <td>o  </td> <td>2 2%</td> <td><u>5</u></td> <td>19.0%</td>	IEP - No	269	723	ස	23,4%	72	26.8%	ස	30.9%	45	16.7%	o	2 2%	<u>5</u>	19.0%
308 722 80 26.0% 83 26.9% 90 29.2% 47 15.3% 8 2.6% 55 0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	00%	o :	0.0%
308     722     80     26.0%     83     26.9%     90     29.2%     47     15.3%     8     2.6%     55       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Migrant												0.0		0.0%
0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	No	308	722	80	26.0%	83	26.9%	90	29.2%	47	15,3%	00	2.6%	55	17.9%
	***************************************	0	o	0	0.0%	0	0.0%	a	0.0%	0	0.0%	0	0.0%	0	0.0%



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE NEW MEXICO

### ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, Spring 2017

Number Ori Valid Scale   Scale   Scale Ori Valid Scale   Scale   Scale Ori Valid Scale Ori Valid Scale Ori Valid Scale   Scale Ori Valid Ori Val	Purpose: This report describes group						Perforn	ormano	nance Levels	els					
Solution	achievement in terms of average scale scores and performance levels.	Number of Valid	Average Scale	Level Did Not Yet	Meet	Level	Met 2		ched 3	Leve Me	- <u>-</u>	Leve	ded - 5	≥ Lev	el 4 ceeded
Stable 423.528 742 547 548 94 94 94 94 94 94 94 94 94 94 94 94 94				Lyboran	2	Exhanta	CIE	<b>E</b> :	HOUSE	Expecta	SUOIS	Expecia	Tions	Expecta	CIONS
Statile 423.538 742 54.079 12.9% 77.200 18.2% 11.549 26.4% 142.665 33.7% 37.645 8.9% 160.510 24.665 24.3% 25.5% 12.6% 83.3 24.9% 6.286 24.0% 83.2 25.5% 17.000 26.2% 26.3% 26.2% 83.3 24.9% 6.286 24.0% 25.2% 26.3% 25.5% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2% 26.2				#	%	**	%	*	%	#	%	#	%	*	%
### 24.895 727 5.236 21.0% 5.335 22.5% 5.633 22.6% 5.236 2.39% 5.236 2.25% 5.236 2.25% 5.236 2.25% 5.236 2.25% 5.236 2.25% 5.236 2.25% 5.236 2.25% 5.236 2.25% 5.236 2.25% 5.236 2.25% 5.236 2.25% 5.256 2.25% 5.256 2.25% 5.256 2.25% 5.256 2.25% 5.256 2.25% 5.256 2.25% 5.256 2.25% 5.256 2.25% 5.256 2.25% 5.256 2.25% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.256% 5.	Cross-State	423,528	742	54,079	12.8%	77,290	18.2%		26.4%	142.665	33.7%	37.845	8.9%	180.510	42 6%
302   720   77   25.5%   85   28.1%   90   29.8%   48   15.9%   2   0.7%   50	State	24,895	727	5,236	21.0%	6,338	25.5%		28.3%	5,633	22.6%	633	2.5%	6.286	25.2%
149   724   25   16.8%   48   32.2%   49   32.9%   25   16.8%   2   1.3%   27     153   716   52   34.0%   37   242%   41   26.8%   23   15.0%   0   0.0%   23     262   718   72   27.5%   78   28.8%   73   27.9%   39   14.9%   0   0.0%   0   0.0%   0     273   273   2   10.0%   4   20.0%   9   25.0%   0   0.0%   0   0.0%   0   0.0%   0     284   707   1   25.0%   1   10.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     284   707   1   25.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     285   744   2   16.7%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     286   720   78   25.5%   65   28.5%   89   23.9%   48   15.9%   2   0.7%   0     286   724   54   20.1%   79   20.6%   0   0.0%   0   0.0%   0   0.0%   0     286   724   54   20.1%   79   20.6%   0   0.0%   0   0.0%   0     286   720   720   726   25.5%   65   28.5%   89   23.9%   48   15.9%   2   0.7%   49     286   720   720   725   25.5%   65   28.5%   89   23.9%   48   15.9%   2   0.7%   49     286   720   720   725   25.5%   65   28.1%   90   29.8%   48   15.9%   2   0.7%   0     287   720   720   720   725   85   28.1%   90   29.8%   48   15.9%   0   0.0%   0     288   720   720   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725   725	District	302	720	77	25.5%	85	28.1%	90	29.8%	48	15.9%	2	0.7%	50	16.6%
149   774   25   16.8%   48   32.2%   49   32.9%   25   16.8%   2   1.3%   27     153   716   52   34.0%   37   24.2%   41   26.8%   23   15.0%   0   0.0%   23     154   776   778   34.0%   37   24.2%   41   26.8%   23   15.0%   0   0.0%   0   0.0%   23     Native   26   718   72   27.5%   78   28.8%   73   27.9%   39   14.9%   0   0.0%   0   0.0%   0     Native   27   733   2   10.0%   4   20.0%   3   45.0%   5   25.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   733   2   10.0%   4   20.0%   3   45.0%   5   25.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   733   2   10.0%   4   20.0%   3   45.0%   5   25.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   733   747   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   744   2   16.7%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   744   2   16.7%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   744   2   16.7%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   744   2   16.7%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   744   2   16.7%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   744   2   16.7%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   744   2   16.7%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   744   2   16.7%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   744   2   16.7%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     Native   744   2   16.7%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0															
149   724   25   16.8%   48   32.2%   49   32.9%   25   16.8%   2   1.3%   27     153   716   52   34.0%   37   24.2%   41   26.8%   23   15.0%   0   0.0%   23     150   718   72   27.5%   78   28.8%   73   27.9%   39   14.9%   0   0.0%   39     Native   26   718   72   27.5%   78   28.8%   73   27.9%   39   14.9%   0   0.0%   0   0.0%   0     1   723   0   0.0%   1   100.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     2   3   747   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     3   747   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0     4   738   74   25.5%   65   28.5%   65   28.5%   65   29.9%   48   15.4%   2   0.0%   0     4   738   74   25.5%   65   28.5%   65   28.5%   65   29.9%   48   15.4%   2   0.0%   0     3   2   2   2   2   2   2   2   2   2	Gelidel														
153   716   52   34.0%   37   24.2%   41   26.9%   23   15.0%   0   0.0%   23   23   25.0%   0   0.0%   23   23   25.0%   0   0.0%   39   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20   25.0%   20	Female	149	724	25	16.8%	48	32.2%	49	32.9%	25	16.8%	2	1.3%	27	18.1%
Native         262         718         72         27.5%         78         29.89%         73         27.9%         39         14.9%         0         0.0%         39           Native         20         733         2         10.0%         4         20.0%         9         45.0%         5         25.0%         0         0.0%         5           availic Islander         0         0.0%         1         100.0%         0         0.0%         0         0.0%         0         0.0%         0           availic Islander         12         744         2         16.7%         0         0.0%         0         0.0%         0         0.0%         0           availic Islander         12         744         2         16.7%         0         0.0%         0         0.0%         0         0.0%         0           availic Islander         12         744         2         16.7%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%	Male	153	716	52	34.0%	37	24.2%	41	26.8%	23	15.0%	0	0.0%	23	15.0%
Native         262         718         72         27.5%         78         29.8%         73         27.9%         39         14.9%         0         0.0%         39           Native         20         733         2         10.0%         4         20.0%         9         45.0%         5         25.0%         0         0.0%         5           4         707         1         25.0%         1         100.0%         0         0.0%         0         0.0%         0         0.0%         0           actific Islander         0         70         0         0.0%         2         50.0%         1         25.0%         0         0.0%         0         0.0%         0           actific Islander         12         744         2         16.7%         2         50.0%         1         25.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Ethnicity/Race														
Native         20         733         2         10.0%         4         20.0%         9         45.0%         5         25.0%         0         0.0%         5           Hack the standar         1         723         0         0.0%         1         100.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%	Hispanic or Latino	262	718	72	27.5%	78	29.8%	73	27.9%	39	14.9%	٥	0.0%	39	14.9%
1 723	American Indian or Alaska Native	20	733	2	10.0%	4	20.0%	9	45.0%	ОП	25.0%	0	0.0%	On	25.0%
actific Islander         4         707         1         25.0%         2         50.0%         1         25.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <t< td=""><td>Asian</td><td></td><td>723</td><td>0</td><td>0.0%</td><td>_</td><td>100.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></t<>	Asian		723	0	0.0%	_	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
actific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Black or African-American	4	707	1	25.0%	2	50.0%	_	25.0%	0	0.0%	0	0.0%	0	0.0%
12         744         2         16.7%         0         0.0%         5         41.7%         3         25.0%         2         16.7%         5           3         747         0         0.0%         0         0.0%         2         66.7%         1         33.3%         0         0.0%         1           0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <t< td=""><td>Native Hawaiian or Other Pacific Islander</td><td>0</td><td>0</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td><td>0</td><td>0,0%</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></t<>	Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%
3         747         0         0.0%         0         0.0%         2         66.7%         1         33.3%         0         0.0%         1           0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <t< td=""><td>White</td><td>12</td><td>744</td><td>2</td><td>16.7%</td><td>0</td><td>0.0%</td><td>Ćn</td><td>41.7%</td><td>3</td><td>25.0%</td><td>N</td><td>16.7%</td><td>O1</td><td>41.7%</td></t<>	White	12	744	2	16.7%	0	0.0%	Ćn	41.7%	3	25.0%	N	16.7%	O1	41.7%
1	Two or more races	3	747	0	0.0%	٥	0.0%	2	66.7%	_	33.3%	0	0.0%	_	33.3%
4     738     1     25.0%     0     0.0%     1     25.0%     2     50.0%     0     0.0%     2       298     720     76     25.5%     85     28.5%     89     29.9%     46     15.4%     2     0.7%     48       34     694     23     67.6%     7     20.6%     3     8.8%     1     2.9%     0     0.0%     1       268     724     54     20.1%     78     29.1%     87     32.5%     47     17.5%     2     0.7%     49       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0	Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4         738         1         25.0%         0         0.0%         1         25.0%         2         50.0%         0         0.0%         2           298         720         76         25.5%         85         28.5%         89         29.9%         46         15.4%         2         0.7%         48           34         694         23         67.6%         7         20.6%         3         8.8%         1         2.9%         0         0.0%         1           268         724         54         20.1%         78         29.1%         87         32.5%         47         17.5%         2         0.7%         49           302         720         77         25.5%         85         28.1%         90         29.8%         48         15.9%         2         0.7%         50           40         0         0         0         0         0.0%         0         0.0%         0	Economic Disadvantage														
298         720         76         25.5%         85         28.5%         89         29.9%         46         15.4%         2         0.7%         48           34         694         23         67.6%         7         20.6%         3         8.8%         1         2.9%         0         0.0%         1           268         724         54         20.1%         78         29.1%         87         32.5%         47         17.5%         2         0.7%         49           0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	No	4	738	1	25.0%	٥	0.0%	_	25,0%	2	50.0%	0	0.0%	2	50.0%
34     694     23     67.6%     7     20.6%     3     8.8%     1     2.9%     0     0.0%     1       268     724     54     20.1%     78     29.1%     87     32.5%     47     17.5%     2     0.7%     49       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       302     720     77     25.5%     85     28.1%     90     29.8%     48     15.9%     2     0.7%     50       0     0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Yes	298	720	76	25.5%	g G	28.5%	88	29.9%	46	15.4%	2	0.7%	48	16.1%
es     34     694     23     67,6%     7     20,6%     3     8,8%     1     2,9%     0     0,0%     1       o     268     724     54     20,1%     78     29,1%     87     32,5%     47     17,5%     2     0,7%     49       c     0     0     0     0     0,0%     0     0,0%     0     0,0%     0     0,0%     0       c     302     720     77     25,5%     85     28,1%     90     29,8%     48     15,9%     2     0,7%     50       c     0     0     0     0     0,0%     0     0,0%     0     0,0%     0	Students with Disabilities														
o     268     724     54     20.1%     78     29.1%     87     32.5%     47     17.5%     2     0.7%     49       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       302     720     77     25.5%     85     28.1%     90     29.8%     48     15.9%     2     0.7%     50       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	IEP - Yes	34	694	23	67.6%	7	20.6%	ω	8.8%	_	2,9%	0	0.0%		2.9%
0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	IEP - No	268	724	2	20.1%	78	29,1%	87	32.5%	47	17.5%	2	0.7%	49	18.3%
302 720 77 25.5% 85 28.1% 90 29.8% 48 15.9% 2 0.7% 50 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	504	0	0	0	0.0%	0	0.0%	o	0.0%	0	0.0%	0	0.0%	0	0 0%
302 720 77 25.5% 85 28.1% 90 29.8% 48 15.9% 2 0.7% 50 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	Migrant														
0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	No	302	720	77	25.5%	85	28.1%	90	29.8%	48	15.9%	N	0.7%	50	16.6%
	<b>Y93</b>	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE
NEW MEXICO

#### MATHEMATICS Grade 4 Assessment, Spring 2017

						5 L			; <del>-</del>					
achievement in terms of average scale						Tellor	Cilian	Hallce Levels	30					
scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Meet	Level 2 Partially Met Expectations	Met lons	Level 3 Approached Expectations	l 3 ched tions	Level 4 Met Expectations	4 lions	Level 5 Exceeded Expectations	l 5 ded tions	≥ Level 4 Met or Exceeded Expectations	el 4 seded
			**	%	#	%	**	%	#	%	*	%	#	%
Cross-State	427,307	737	59,230	13.9%	97,680	22.9%	117,369	27.5%	135.253	31.7%	17.775	4.2%	153.028	35.8%
State	25,657	727	4,953	19.3%	7,488	29.2%	7.280	28.4%	5.615	21.9%	321	1 3%	5 936	23.1%
District	302	720	62	21.2%	116	38.4%	79	26.2%	43	14.2%	0	0.0%	43	14.2%
Gender														
Female	149	719	28	18.8%	64	43.0%	38	25.5%	10	12.8%	0	0.0%	19	12.8%
Male	153	721	36	23.5%	52	34.0%	41	26.8%	24	15.7%	ا د	0.0%	24	15.7%
Ethnicity/Race														
Hispanic or Latino	262	718	59	22.5%	106	40.5%	66	25.2%	ಷ	11.8%	0	0.0%	<u>~</u>	11.8%
American Indian or Alaska Native	20	730		5.0%	6	30.0%	œ	40.0%	O1	25.0%	0	0.0%	On .	25.0%
Asian	_	733	0	0.0%	0	0.0%	_	100.0%	0	0.0%	0	0.0%	0	0.0%
Black or African-American	4	696	2	50.0%	2	50.0%	۵	0,0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%
White	12	738	2	16.7%	_	8.3%	ω	25.0%	<b>o</b>	50.0%	0	0.0%	<b>o</b>	50.0%
Two or more races	w	739	0	0.0%	_	33.3%	_	33.3%		33.3%	0	0.0%	_	33.3%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	4	731	0	0.0%	2	50.0%	_	25.0%	<b>_</b>	25.0%	0	0.0%	_	25.0%
Yes	298	720	64	21.5%	114	38.3%	78	26.2%	42	14.1%	0	0.0%	42	14.1%
Students with Disabilities													i	
IEP - Yes	34	705	14	41.2%	15	44.1%	(J)	14.7%	0	0.0%	٥	0.0%	0	0.0%
IEP - No	268	722	50	18.7%	101	37.7%	74	27.6%	43	16.0%	0	0.0%	43	16.0%
504	0	0	0	0.0%	0	0.0%	٥	0.0%	0	0.0%	٥	0.0%	0	0.0%
Migrant														
No	302	720	62	21.2%	116	38.4%	79	26.2%	43	14.2%	0	0.0%	£	14.2%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE NEW MEXICO

### ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, Spring 2017

Purpose: This report describes group						Peri	Performance	e Levels	sis					
achievement in terms of average scale scores and performance levels.	Number of Valid	Average Scale	Level 1 Did Not Yet Meet	t Meet	Level 2 Partially Met	Met	Level 3 Approached	다 3 다 3	Level 4 Met	4	Level 5 Exceeded	ied O	≥ Level 4 Met or Exceeded	el 4 caeded
			*	%	*	%	72	%	#	%	#	%	** .	%
Cross-State	415,030	743	49.581	11.9%	76.661	18.5%	107.352	25.9%	159 556	38.4%	21 880	F 2%	181 438	43 7º/
State	24,601	731	4,239	17.2%	6,040	24.6%	7,167	29.1%	6.791	27.6%	364	1.5%	7.155	29.1%
District	300	729	42	14.0%	89	29.7%	101	33,7%	65	21.7%	ω	1.0%	68	22.7%
Gender														
Female	148	730	17	11.5%	43	29.1%	52	35.1%	35	23.6%	_	0.7%	32 00	24.3%
Male	152	727	25	16.4%	46	30.3%	49	32.2%	30	19.7%	2	1.3%	32	21.1%
Ethnicity/Race	X								F					
Hispanic or Latino	255	728	39	15.3%	74	29.0%	82	32.9%	56	22.0%	2	0.8%	<b>5</b>	22.7%
American Indian or Alaska Native	26	728	3	11.5%	7	26.9%	<u> </u>	42.3%	On	19.2%	0	0.0%	O1	19.2%
Asian	2	756	0	0.0%	a	0.0%	_	50.0%		50.0%	٥	0,0%	_	50,0%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	٥	0.0%
White	16	739	0	0.0%	7	43.8%	Ćī	31.3%	သ	18.8%	_	6.3%	4	25.0%
Two or more races	_	719	0	0.0%	_	100.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	2	736	0	0.0%	_	50.0%	0	0.0%	_	50,0%	٥	0.0%	_	50.0%
Yes	298	729	42	14.1%	88	29.5%	101	33.9%	64	21.5%	ω	1.0%	67	22.5%
Students with Disabilities														
IEP - Yes	40	703	20	50.0%	<u> </u>	27.5%	<b>a</b>	15.0%	ω	7.5%	٥	0.0%	ω	7.5%
IEP - No	260	732	22	8.5%	78	30.0%	95	36.5%	62	23.8%	ω	1.2%	සු	25.0%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	300	729	42	14.0%	89	29,7%	101	33.7%	65	21.7%	ω	1.0%	68	22,7%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

#### MATHEMATICS Grade 5 Assessment, Spring 2017

Purpose: This report describes group						Per	Performance Levels	e Lev	els					
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Meet ons	Level 2 Partially Met Expectations	Met Hons	Level 3 Approached Expectations	3 ched tions	Level 4 Met Expectations	4 Jons	Level 5 Exceeded Expectations	5 led lons	≥ Level 4 Met or Exceeded Expectations	el 4 ceeded
			*	%	*	%	74:	%	#	%	*	%	#	%
Cross-State	417,373	737	50,207	12.0%	98,783	23.7%	123.401	29.6%	121,939	29.2%	23.043	5.5%	144.982	34.7%
State	24,890	728	4,024	16.2%	7,145	28.7%	7,938	31.9%	5,299	21.3%	484	1.9%	5,783	23.2%
District	301	721	72	23.9%	88	29.2%	104	34.6%	36	12.0%	_	0.3%	37	12,3%
Gender														
Female	148	718	38	25.7%	45	30.4%	53	35.8%	12	8.1%	0	0.0%	12	8.1%
Male	153	723	34	22.2%	43	28.1%	2	33.3%	24	15.7%	_	0.7%	25	16.3%
Ethnicity/Race														
Hispanic or Latino	256	720	63	24.6%	72	28.1%	91	35.5%	29	11.3%	_	0.4%	30	11.7%
American Indian or Alaska Native	26	723	O1	19.2%	9	34.6%	9	34.6%	အ	11.5%	٥	0.0%	ယ	11.5%
Asian	2	738	0	0.0%	_	50.0%	0	0.0%	_	50,0%	٥	0.0%	_	50.0%
Black or African-American	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0,0%	0	0.0%
White	16	724	ш	18.8%	6	37.5%	4	25.0%	ω	18.8%	٥	0.0%	3	18.8%
Two or more races		681	_	100.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Economic Disadvantage														
No	2	723	0	0.0%	_	50.0%	_	50.0%	0	0.0%	0	0.0%	0	0.0%
Yes	299	721	72	24.1%	87	29.1%	103	34.4%	36	12.0%	_	0.3%	37	12.4%
Students with Disabilities														
IEP - Yes	40	698	23	57.5%	ó	25.0%	<b>C</b> IT	12,5%	22	5.0%	٥	0.0%	2	5.0%
IEP - No	261	724	49	18.8%	78	29.9%	99	37.9%	34	13.0%	_	0.4%	35	13.4%
504	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Migrant														
No	301	721	72	23.9%	88	29.2%	104	34.6%	36	12.0%	ے ا	0,3%	37	12.3%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE NEW MEXICO

### Grade 6 Assessment, Spring 2017

Number of Valid   Scale   Did Not You May   Expectations   Expecta	Purpose: This report describes group						Perform	ormano	nance Levels	S					
Shake 407.715 741 43.408 10.6% 85.033 20.9% 116.088 28.5% 136.711 33.5% 22.475 24.401 720 3.891 15.5% 6871 28.2% 728 22.401 22.6 721 38 12.8% 78 28.4% 17.87 31.9% 5.225 22.8% 627 22.6 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1 2.2 1	achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level Did Not Yel	1 Meet	Level Partially Expecta	Met tions		3 thed	Level Met	ions	Level Exceed	led lons	≥ Level 4 Met or Exceeded	el 4 seded
State 407.715 741 43.408 10.6% 85.033 20.9% 116.088 28.5% 138.711 33.5% 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475 29.475				*	%	#	%	#	%	#	%	*	%	# .	%
24,401   730   3,891   15,1%   6,871   28,2%   7,787   31,9%   5,525   22,9%   527   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528   528	Cross-State	407,715	741	43,408	10.6%	85,033	20.9%	116.088	28.5%	136.711	33.5%	26 475	5 5 %	163 186	40.0%
236   731   38   12.8%   78   28.4%   120   40.5%   54   18.2%   6   731   731   733   13   9.2%   31   21.8%   71   50.0%   25   17.5%   2   20   71.4   728   28   16.2%   47   30.5%   49   31.8%   29   18.8%   4   20   71.4   728   28   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728   728	State	24,401	730	3,691	15.1%	6,871	28.2%	7,787	31.9%	5,525	22.6%	527	2.2%	6.052	24.8%
142   733   13   9.2%   31   21.8%   71   50.0%   25   17.5%   2   2   2   2   2   2   2   2   2	District	296	731	38	12.8%	78	26.4%	120	40.5%	52	18.2%	<b>6</b>	2.0%	60	20.3%
MRace   142 733   13 9.2%   31 21.8%   71 50.0%   25 17.6%   2   1.62%   2   1.62%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3   3.2.%   3	Gender							26							
	Female	142	733	သ	9.2%	<u>ت</u>	21.8%	71	50.0%	25	17 6%	s	1 4%	27	10 0%
y/Race cor Latino 266 729 35 13.2% 74 27.8% 111 41.7% 43 16.2% 3 cor Latino 2750 1 5.9% 1 5.9% 7 41.2% 7 41.2% 1 1 n Indian or Alaska Native 2785 0 0,00% 0 0,00% 0 0,00% 1 50.0% 0 0,00% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50.0% 1 50	Male	154	729	25	16.2%	47	30.5%	49	31.8%	29	100%	4	2.6%	33 !	21.4%
C or Latino         266         729         35         13.2%         74         27.8%         111         41.7%         43         16.2%         3           In Indian or Alaska Native         17         750         1         5.9%         1         5.9%         7         41.2%         1         6.2%         1         1         4.1%         43         16.2%         1         8         7         41.2%         1         4         7         41.2%         1         8         7         41.2%         1         5.0%         1         5.0%         1         5.0%         1         5.0%         1         5.0%         1         5.0%         1         5.0%         1         5.0%         1         6.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%	Ethnicity/Race														
In Indian or Alaska Native         17         750         1         5.9%         1         5.9%         7         41.2%         7         41.2%         1         5.9%         7         41.2%         7         41.2%         1         5.0%         1         5.9%         7         41.2%         7         41.2%         7         41.2%         7         41.2%         7         41.2%         1         50.0%         1         50.0%         1         50.0%         1         50.0%         1         50.0%         1         50.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%	Hispanic or Latino	266	729	35	13.2%	74	27.8%	111	41.7%	43	16.2%	ш	1.1%	46	17.3%
Affician-American	American Indian or Alaska Native	17	750	_	5.9%	_	5.9%	7	41.2%	7	41.2%	_	5.9%	œ	47.1%
Affician-American         0         0         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0,0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 </td <td>Asian</td> <td>2</td> <td>785</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>_</td> <td>50.0%</td> <td>_</td> <td>50.0%</td> <td>2</td> <td>100.0%</td>	Asian	2	785	0	0.0%	0	0.0%	0	0.0%	_	50.0%	_	50.0%	2	100.0%
lawaiian or Other Pacific Islander         0         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td>Black or African-American</td> <td>0</td> <td>0</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td>	Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10   742   2   20,0%   2   20,0%   2   20,0%   3   30,0%   1   1   1   1   1   1   1   1   1	Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total   Tota	White	10	742	2	20,0%	2	20.0%	2	20.0%	ω	30.0%	_	10.0%	4	40,0%
ccated         0         0         0         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Two or more races	_	708	0	0.0%	_	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
C Disadvantage	Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	ő	0.0%
2   743   0   0.0%   0   0.0%   1   50.0%   1   50.0%   0   50   50   50   50   50   50   5	Economic Disadvantage														
swith Disabilities         294         731         38         12.9%         78         26.5%         119         40.5%         53         18.0%         6           55         36         708         16         44.4%         11         30.6%         8         22.2%         1         2.8%         0           50         734         22         8.5%         67         25.8%         112         43.1%         53         20.4%         6           50         0         0         0         0.0%         0         0.0%         0         0.0%         0           50         731         38         12.8%         78         26.4%         120         40.5%         54         18.2%         6           50         731         38         12.8%         78         26.4%         120         40.5%         54         18.2%         6           6         731         38         12.8%         78         26.4%         120         40.5%         54         18.2%         6           9         0         0         0         0         0         0         0         0         0         0         0         0 </td <td>No</td> <td>2</td> <td>743</td> <td>0</td> <td>0.0%</td> <td>0</td> <td>0.0%</td> <td>_</td> <td>50.0%</td> <td>_</td> <td>50.0%</td> <td>0</td> <td>0,0%</td> <td>_</td> <td>50.0%</td>	No	2	743	0	0.0%	0	0.0%	_	50.0%	_	50.0%	0	0,0%	_	50.0%
swith Disabilities         36         708         16         44.4%         11         30.6%         B         22.2%         1         2.8%         0           55         260         734         22         8.5%         67         25.8%         112         43.1%         53         20.4%         6           50         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           50         731         38         12.8%         78         26.4%         120         40.5%         54         18.2%         6           50         0         0         0         0         0.0%         0         0.0%         0         0.0%         0	Yes	294	731	38	12.9%	78	26.5%	119	40.5%	చ్	18.0%	ത	2.0%	59	20.1%
36     708     16     44.4%     11     30.6%     8     22.2%     1     2.8%     0       20     734     22     8.5%     67     25.8%     112     43.1%     53     20.4%     6       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       296     731     38     12.8%     78     26.4%     120     40.5%     54     18.2%     6       0     0     0     0.0%     0     0.0%     0     0.0%     0	Students with Disabilities														
Do     734     22     8.5%     67     25.8%     112     43.1%     53     20.4%     6       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       296     731     38     12.8%     78     26.4%     120     40.5%     54     18.2%     6       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	IEP-Yes	36	708	16	44.4%	1	30.6%	œ	22.2%	_	2.8%	0	0.0%	_	2.8%
0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0         0.0%         0         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	IEP - No	260	734	22	8.5%	67	25.8%	112	43.1%	ឌ	20.4%	ത	2.3%	59	22.7%
296     731     38     12.8%     78     26.4%     120     40.5%     54     18.2%     6       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
296     731     38     12.8%     78     26.4%     120     40.5%     54     18.2%     6       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Migrant														
0 0 0 0,0% 0 0,0% 0 0,0% 0 0,0% 0	No	296	731	38	12.8%	78	26,4%	120	40.5%	54	18.2%	თ	2.0%	80	20.3%
	88	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE NEW MEXICO

#### MATHEMATICS Grade 6 Assessment, Spring 2017

Purpose: This report describes group						Perforr	ormano	nance Levels	S					
achievement in terms of average scale scores and performance levels.	Number of Valid	Average Scale	Level 1 Did Not Yet Meet	t Meet	Level 2 Partially Met	Xet	Level 3	rel 3 rached	Level 4	4	Level 5	ed	≥ Level 4	) 4 Beded
	Scores	Score	Expectations	ions	Expectations	ions	Expecta	ctations	Expectations	lons	Expectations	tions	Expectations	lons
			#	%	*	%	*	%	#	%	#	%	*	%
Cross-State	409,892	734	61.751	15.1%	99.409	24.3%	116.574	28.4%	110.876	27 1%	21 282	7. 2% 7. 2%	132 158	30 2%
State	24,552	724	4,997	20.4%	7,582	30.9%	7.169	29.2%	4.385	17.9%	419	1 7%	4.804	19.6%
District	298	719	75	25.2%	94	31.5%	83	27.9%	42	14.1%	4	1.3%	46	15.4%
Gender														
Female	144	717	38	26.4%	47	32.6%	42	29.2%	17	11.8%	0	0.0%	17	11.8%
Male	154	720	37	24.0%	47	30.5%	41	26.6%	25	16.2%	4	26%	20	1000
Ethnicity/Race												!		
Hispanic or Latino	268	717	72	26.9%	87	32.5%	72	26.9%	34	12.7%	ω	1.1%	37	13.8%
American Indian or Alaska Native	17	731	2	11.8%	4	23.5%	Ch	29.4%	ග	35.3%	0	0.0%	თ	35.3%
Asian	2	742	a	0.0%	0	0.0%	_	50.0%	_	50,0%	0	0.0%	_	50.0%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%
White	10	736	_	10.0%	2	20.0%	<b>C</b> IT	50,0%		10.0%	_	10,0%	2	20.0%
Two or more races	_	717	0	0.0%		100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	2	729	0	0.0%	-3	50.0%	_	50.0%	0	0.0%	0	0.0%	0	0.0%
Yes	296	719	75	25.3%	93	31.4%	82 22	27.7%	42	14.2%	4	1.4%	46	15.5%
Students with Disabilities														
IEP - Yes	36	695	21	58.3%	9	25,0%	ហ	13.9%		2.8%	0	0.0%		2.8%
EP - No	262	722	22	20,6%	85	32,4%	78	29,8%	41	15.6%	4	1.5%	45	17.2%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	298	719	75	25.2%	94	31,5%	83	27.9%	42	14.1%	4	1.3%	46	15.4%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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ESPANOLA DIST OFFICE
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### ENGLISH LANGUAGE ARTS / LITERACY Grade 7 Assessment, Spring 2017

Purpose: This report describes group						Peri	Performance Levels	Se Leve	S					
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet	t Meet	Level 2 Partially Met	Met	Level 3 Approache	Level 3 proached	Level 4 Met	4	Level 5 Exceeded	ed on	≥ Level 4 Met or Exceeded	9I 4 seeded
			*	%	#	%		%	*	%	#	%	**	%
Cross-State	407,420	743	58,370	14.3%	67.486	16.6%	99.126	24.3%	125.386	30.8%	57 050	14 0%	182 438	44 8%
State	23,900	727	5,451	22.8%	5,636	23.6%	6,580	27.5%	5,227	21.9%	1.006	4.2%	6.233	26.1%
District	243	716	69	28.4%	71	29.2%	79	32.5%	23	9.5%		0.4%	24	9.9%
Gender														
Female	120	724	23	19.2%	28	23.3%	50	41.7%	<del></del>	15.0%		0.8%	â	15.8%
Male	123	708	46	37.4%	43	35.0%	29	23.6%	On	4.1%	0	0.0%	On I	4.1%
Ethnicity/Race														
Hispanic or Latino	214	715	63	29.4%	61	28.5%	71	33.2%	<del>-</del>	8.4%	<b>→</b>	0.5%	19	8.9%
American Indian or Alaska Native	18	727	2	11.1%	6	33.3%	ത	33.3%	4	22.2%	0	0.0%	4	22.2%
Asian	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
White	11	711	4	36.4%	4	36.4%	2	18.2%	_	9.1%	0	0.0%	_	9.1%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	243	716	69	28.4%	71	29.2%	79	32.5%	23	9.5%		0.4%	24	9.9%
Students with Disabilities														
IEP - Yes	29	680	27	93.1%	_	3.4%	ا د	3,4%	0	0.0%	0	0.0%	0	0.0%
IEP - No	214	721	42	19.6%	70	32,7%	78	36.4%	23	10,7%	_	0.5%	24	11.2%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0 0%
Migrant														
No	241	716	68	28.2%	71	29.5%	79	32.8%	22	9.1%	_	0.4%	23	9,5%
Yes S	2	703		50.0%	0	0.0%	0	0.0%	_	50.0%	0	0.0%		50.0%



ESPANOLA DIST OFFICE NEW MEXICO

#### MATHEMATICS Grade 7 Assessment, Spring 2017

Purpase: This report describes group						Per	Performance	e Levels						
achievement in terms of average scale scores and performance levels.	Number of Valid	Average Scale	Level 1 Did Not Yet Meet	Maet -	Level 2	Met 2	v 200, 70000	- ω - ω	Level 4	4	Level 5	<u>P</u> 01	≥ Level 4	4
	Scores	Score	Expectations	ons	Expectations	ions	Expecta	ectations	Expectations	tions	Expectations	ions	Expectations	ions
			*	%	#	%	*	%	*	%	#	%	*	%
Cross-State	395,309	734	46,270	11.7%	102,824	26.0%	132,328	33.5%	100,650	25.5%	13.237	3.3%	113.887	28.8%
State	23,890	724	4,120	17.2%	8,003	33.5%	7,935	33.2%	3.614	15.1%	218	0.9%	3.832	16.0%
District	244	718	39	16.0%	108	44.3%	84	34.4%	13	5.3%	0	0.0%	13	5.3%
Gender														
Female	121	718	<u>~</u>	14.9%	ည တ	47.9%	37	30.6%	00	5.6%	0	0 0%	00	n n n %
Male	123	718	21	17.1%	පු	40.7%	47	38.2%	on	4.1%	٥	0.0%	Un f	4.1%
Ethnicity/Race														
Hispanic or Latino	215	718	35	16.3%	96	44.7%	72	33.5%	12	5.6%	٥	0.0%	12	5.6%
American Indian or Alaska Native	18	720	မ	16.7%	œ	44.4%	7	38.9%	0	0.0%	0	0,0%	0	0.0%
Asian	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%
White	1	724	_	9.1%	4	36.4%	Ćn.	45.5%	_	9.1%	0	0.0%		9.1%
Two or more races	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Yes	244	718	39	16.0%	108	44.3%	22	34.4%	13	5.3%	٥	0.0%	ည်	5.3%
Students with Disabilities														
IEP - Yes	29	696	12	41.4%	17	58.6%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
IEP - No	215	721	27	12.6%	91	42,3%	22	39.1%	13	6.0%	٥	0.0%	ಪ	6.0%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	242	718	38	15.7%	107	44.2%	20	34.7%	13	5.4%	٥	0.0%	ಪ	5.4%
Yes	2	707	_	50.0%	  -	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE
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### ENGLISH LANGUAGE ARTS / LITERACY Grade 8 Assessment, Spring 2017

Purpose: This report describes group						Perform	ormano	nance Levels	S					
achievement in terms of average scale scores and performance levels.	Number of Valid	Average Scale	Level 1 Did Not Yet Meet	1 Meet	Level 2 Partially Met	Met	Leve	Level 3 oproached	Level 4 Met	4	Level 5	ල් ග	≥ Level 4 Met or Exceeded	9  4 :eeded
			Lypoorational	2	Exportations	COLO		i cio	Exheciquous	HOLIN	Expectations	Stions	Expectations	SIONS
			*	%	#	%	*	%	*	%	#	%	*	%
Cross-State	400,708	742	61,234	15.3%	70,890	17.7%	95.767	23.9%	134.209	33.5%	38.608	9.6%	172.817	43 1%
State	23,488	729	4,915	20,9%	5,713	24.3%	6,309	26.9%	5,841	24.9%	710	3.0%	6,551	27.9%
District	233	715	69	29.6%	85	36.5%	54	23.2%	25	10.7%	0	0.0%	25	10.7%
Gender														
Female	123	717	မ္	28.5%	43	35.0%	29	23.6%	16	13.0%	٥	0.0%	5	13.0%
Male	110	713	34	30.9%	42	38.2%	25	22.7%	ဖ	8.2%	0	0.0%	ဖ	8.2%
Ethnicity/Race														
Hispanic or Latino	203	716	59	29.1%	73	36.0%	50	24.6%	21	10.3%	0	0.0%	21	10.3%
American Indian or Alaska Native	18	701	8	44.4%	œ	44.4%	2	11.1%	0	0.0%	0	0.0%	0	0.0%
Asian	4	755	0	0.0%	0	0.0%	_	25.0%	ω	75.0%	0	0.0%	w	75.0%
Black or African-American	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%	0	0.0%
White	7	710	2	28.6%	ω	42.9%	_	14.3%	_	14.3%	0	0.0%	_	14.3%
Two or more races		719	0	0.0%	_	100.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	2	678	2	100.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Yes	231	716	67	29.0%	85	36.8%	5	23,4%	25	10.8%	0	0.0%	25	10.8%
Students with Disabilities														
IEP - Yes	23	697	15	65.2%	CII	21.7%	ω	13.0%	0	0.0%	٥	0.0%	0	0.0%
IEP - No	210	717	54	25.7%	80	38.1%	51	24.3%	25	11.9%	٥	0.0%	25	11.9%
504	0	0	0	0.0%	0	0,0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Migrant														
No	232	715	69	29.7%	84	36.2%	54	23.3%	25	10.8%	0	0.0%	25	10.8%
Yes	_	717	0	0.0%	  -	100.0%	0	0.0%	0	0.0%	0	0.0%	O	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

#### MATHEMATICS Grade 8 Assessment, Spring 2017

Purpose: This report describes group						Peri	Performance Levels	e Leve	S					
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	t Meet	Level 2 Partially Met	Met	Level 3 Approached	lans	Level 4 Met	4	Level 5 Exceeded	ions ed on	≥ Level 4 Met or Exceeded	'el 4 ceeded
			*	%	#	%	*	%	#	%	#	%	*	%
Cross-State	316,063	725	86,937	27.5%	70,343	22.3%	77.427	24.5%	73.314	23.2%	8.042	2.5%	81.356	25.7%
State	19,133	713	6,994	36.6%	5,178	27.1%	4,571	23.9%	2,334	12.2%	55	0.3%	2,390	12.5%
District	183	701	92	50.3%	56	30.6%	31	16.9%	4	2.2%	0	0.0%	4	2.2%
Gender														
Female	101	698	53	52.5%	33	32.7%	14	13.9%	_	1.0%	0	0.0%	_	1.0%
Male	82	705	39	47.6%	23	28.0%	17	20.7%	ω	3.7%	0	0.0%	ω	3.7%
Ethnicity/Race														
Hispanic or Latino	157	701	78	49.7%	48	30.6%	27	17.2%	4	2.5%	0	0.0%	4	2.5%
American Indian or Alaska Native	17	701	9	52.9%	6	35.3%	2	11.8%	0	0.0%	0	0.0%	0	0.0%
Asian	2	735	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Black or African-American	0	0	o	0,0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	Q	0.0%	0	0.0%	0	0.0%
White	O	687	4	66.7%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or more races		680	_	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	_	713	0	0.0%	_	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	182	701	92	50.5%	55	30.2%	31	17.0%	4	2,2%	0	0.0%	4	2.2%
Students with Disabilities														
IEP - Yes	21	678	20	95.2%	0	0.0%	_	4.8%	0	0.0%	0	0.0%	0	0.0%
IEP - No	162	704	72	44.4%	56	34.6%	30	18.5%	4	2.5%	0	0.0%	4	2.5%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	182	701	91	50.0%	56	30.8%	33	17,0%	4	2.2%	0	0.0%	4	2.2%
Yes		694	_	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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#### Grade 9 Assessment, Spring 2017

Purpose: This report describes group						Perf	Performance Levels	e Leve	S					
achievement in terms of average scale scores and performance levels.	Number of Valid	Average Scale	Level 1 Did Not Yet Meet	Meet	Level 2 Partially Met	Met	Level 3 Approached	3 Shed	Level 4 Met	4	Level 5 Exceeded	ල් ග	≥ Level 4 Met or Exceeded	el 4 seded
		1	Lopomie	61.6	- Northernation	CHO	- Appendi		cybecianous	CIN	Expectations	LOTIO	Expectations	Hous
			*	%	#	%	#	%	#	%	**	%	**	%
Cross-State	189,287	741	31,154	16.5%	31,424	16.6%	46,830	24.7%	61.893	32.7%	17.986	9.5%	79.879	42.2%
State	24,196	728	5,134	21.2%	5,708	23.6%	7,186	29.7%	5,579	23.1%	589	2.4%	6.168	25.5%
District	234	724	22	23.1%	64	27.4%	71	30.3%	44	18.8%	_	0.4%	45	19.2%
Gerider														
Female	118	732	17	14.4%	28	23.7%	40	33.9%	33	28.0%	0	0.0%	33	28.0%
Male	116	715	37	31.9%	36	31.0%	<u> </u>	26.7%	⇉	9.5%		0.9%	12	10.3%
Ethnicity/Race														
Hispanic or Latino	211	723	49	23.2%	59	28.0%	2	30.3%	38	18.0%	_	0.5%	39	18.5%
American Indian or Alaska Native	11	729	2	18.2%	22	18.2%	On	45.5%	2	18.2%	٥	0.0%	2	18.2%
Asian	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0,0%	0	0.0%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	٥	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
White	12	729	3	25.0%	ω	25.0%	2	16.7%	4	33.3%	0	0.0%	4	33.3%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Economic Disadvantage														
No	52	725	10	19.2%	14	26.9%	19	36.5%	9	17.3%	٥	0.0%	9	17.3%
Yes	182	723	44	24.2%	50	27.5%	52	28.6%	<u>ა</u>	19.2%	_	0.5%	36	19.8%
Students with Disabilities														
IEP - Yes	27	689	19	70.4%	œ	29.6%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
IEP - No	207	728	35	16.9%	56	27.1%	71	34.3%	44	21.3%	_	0.5%	45	21.7%
504	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Migrant														
No	234	724	54	23.1%	64	27.4%	71	30.3%	44	18.8%	_	0.4%	45	19.2%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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#### Grade 10 Assessment, Spring 2017

Source and performance develope code (a) Number (a) Average Color (a) Code	Purpose: This report describes group						Per	Performance Levels	ce Leve	sle					
Score   Scor	achievement in terms of average scale scores and performance levels.	Number of Valid	Average Scale	Level Did Not Ye	1 Meet	Leve	Net	Pad Lev	ched .	Leve	4	Level	ed 5	≥ Lev	9  4 9eded
## 173,815 741 577.515 741 577.515 741 577.515 741 577.515 741 577.515 741 577.515 741 577.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743 57.515 743		Scores	Score	Expectat	ions	Expecta	tions	큠	tions	Expecta	ltions	Expectat	tions	Expectat	lons
salte         173,815         741         37,815         21,8         24,984         14,4%         33,439         19,2%         53,788         30,9%         223,276         77,778         4,489         14,4%         33,439         19,2%         6,098         20,9%         12,7%         7,300           223,276         728         6,116         26,3%         4,489         19,1%         5,944         23,1%         6,098         20,9%         1,27         24,9%         7,300           278         727         24         21,2%         28         24,9%         22         23,7%         42         21,2%         3         27,8%         3         27,8%         42         23,7%         42         21,2%         42         21,1%         42         23,7%         42         21,2%         42         23,1%         42         21,2%         42         23,1%         42         23,3%         42         21,1%         43         43,2%         42         21,1%         41         43,2%         42         23,3%         41         11,1%         41         43,2%         42         21,1%         41         43,3%         41         11,1%         41         43,3%         41         33,3%				*	%	#	%	*	%	#	%	#	%	*	%
23,216   728   6,116   26,3%   4,436   15,1%   5,364   23,1%   6,029   26,0%   1,271   5,596   7,300   20,0 %   1,271   3,56%   45   21,5%   45   20,2%   44   21,2%   3   1,4%   47   20,2%   44   21,2%   3   1,4%   47   20,2%   44   21,2%   3   1,4%   47   20,2%   44   21,2%   3   1,4%   47   20,2%   44   21,2%   3   3,1%   3   2,7%   35   20,0%   3   2,7%   35   20,0%   3   2,7%   35   20,0%   3   2,7%   35   20,0%   3   2,7%   35   20,0%   3   2,7%   35   20,0%   3   2,2%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3   3,3%   3	Cross-State	173,815	741	37,815	21.8%	24,984	14.4%	33.438	19.2%	53.758	30.9%	23.820	13 7%	77 578	44 6%
208   717   74   356%   45   21.6%   42   20.2%   44   21.2%   3   1.4%   47   47   47   47   47   47   47	State	23,216	728	6,116	26.3%	4,436	19.1%	5,364	23.1%	6.029	26.0%	1.271	5.5%	7.300	31.4%
	District	208	717	74	35.6%	45	21.6%	42	20.2%	44	21.2%	ω.	1.4%	47	22.6%
113   727   24   21.2%   28   24.8%   28   23.0%   32   28.9%   33   2.7%   35   35   35   35   35   35   35   3															
113   727   24   21.2%   28   24.8%   26   23.0%   32   23.%   3   2.7%   36   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%   27.0%	Gender														
	Female	113	727	24	21.2%	28	24.8%	26	23.0%	32	28.3%	ω	2.7%	35	31.0%
\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\ten{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\ten{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\ten{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\ten{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\ten{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\ten{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\ten{black}{\tent{black}{\tent{black}{\tent{black}{\tent{black}{\ten{black}{\tent{black}{\tent{black}{\tent{black}}{\tent{black}}\ten{black}{\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}\tent{black}}	Male	95	704	5	52.6%	17	17.9%	<u>ත</u>	16.8%	12	12.6%	٥	0.0%	12	12.6%
Cor Latino         190         716         68         36.3%         40         21.1%         40         21.1%         39         20.5%         2         1.1%         41           an Indian or Alaska Native         9         726         2         22.2%         3         33.3%         1         11.1%         3         33.3%         0         0.0%         3         3         33.3%         0         0.0%         3         3         33.3%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0	Ethnicity/Race														
an Incidian or Alaskica Natilive         9         726         2         22.2%         3         33.3%         1         11.1%         3         33.3%         0         0.0%         3           Affician-American         0         0         0         0.0%         1         33.3%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0	Hispanic or Latino	190	716	69	36.3%	40	21.1%	40	21.1%	39	20.5%	2	1.1%	4	21.6%
Affician-American 0 782 0 0.0% 1 33.3% 0 0.0% 1 33.3% 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1 33.3% 2 1	American Indian or Alaska Native	9	726	2	22.2%	ω	33.3%	_	11.1%	ω	33.3%	٥	0.0%	ယ	33.3%
Affician-American         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0	Asian	ω	752	0	0.0%	_	33.3%	0	0.0%		33.3%		33.3%	2	66.7%
Idawailian of Other Pacific Islander         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Monor Fraces   6   710   3   50.0%   1   16.7%   1   16.7%   0   1.67%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0   0.0%   0	Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
more races         0         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	White	6	710	ယ	50.0%	_	16.7%		16.7%	_	16.7%	0	0.0%	_	16.7%
cated         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
C Disadvantage   38   710   15   39.5%   9   23.7%   8   21.1%   6   15.8%   0   0.0%   6	Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
swith Disabilities         38         710         15         39.5%         9         23.7%         8         21.1%         6         15.8%         0         0.0%         6           swith Disabilities         170         59         34.7%         36         21.2%         34         20.0%         38         22.4%         3         1.8%         41           38         717         680         12         70.6%         4         23.5%         1         5.9%         0         0.0%         0         0.0%         0           39         191         720         62         32.5%         41         21.5%         41         21.5%         44         23.0%         3         1.6%         47           30         0         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td>Economic Disadvantage</td> <td></td>	Economic Disadvantage														
swith Disabilities         170         718         59         34.7%         36         21.2%         34         20.0%         38         22.4%         3         1.8%         41           98         17         680         12         70.6%         4         23.5%         1         5.9%         0         0.0%         0         0.0%         0           9         191         720         62         32.5%         41         21.5%         41         21.5%         44         23.0%         3         1.6%         47           9         0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0           9         208         717         74         35.6%         45         21.6%         42         20.2%         44         21.2%         3         1.4%         47           9         0         0         0         0.0%         0         0.0%         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <t< td=""><td>No</td><td>38</td><td>710</td><td>15</td><td>39.5%</td><td>9</td><td>23.7%</td><td>œ</td><td>21.1%</td><td>ത</td><td>15.8%</td><td>0</td><td>0.0%</td><td>ത</td><td>15.8%</td></t<>	No	38	710	15	39.5%	9	23.7%	œ	21.1%	ത	15.8%	0	0.0%	ത	15.8%
swith Disabilities         17         680         12         70.6%         4         23.5%         1         5.9%         0         0.0%         0         0.0%         0           5         191         720         62         32.5%         41         21.5%         41         21.5%         44         23.0%         3         1,6%         47           0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Yes	170	718	55	34.7%	36	21.2%	2	20.0%	38	22,4%	ω	1.8%	4	24.1%
as     17     680     12     70.6%     4     23.5%     1     5.9%     0     0.0%     0     0,0%     0       0     191     720     62     32.5%     41     21.5%     41     21.5%     44     23.0%     3     1,6%     47       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       208     717     74     35.6%     45     21.6%     42     20.2%     44     21.2%     3     1,4%     47       0     0     0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Students with Disabilities														
D     191     720     62     32.5%     41     21.5%     41     21.5%     44     23.0%     3     1.6%     47       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0       208     717     74     35.6%     45     21.6%     42     20.2%     44     21.2%     3     1.4%     47       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	IEP - Yes	17	680	12	70.6%	4	23.5%	_	5.9%	0	0.0%	0	0.0%	0	0.0%
0         0         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0.0%         0         0         0.0%         0	IEP - No	191	720	62	32.5%	41	21.5%	41	21.5%	44	23.0%	ω	1.6%	47	24.6%
208     717     74     35.6%     45     21.6%     42     20.2%     44     21.2%     3     1.4%     47       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
208     717     74     35.6%     45     21.6%     42     20.2%     44     21.2%     3     1.4%     47       0     0     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0     0.0%     0	Migrant														
0 0 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0 0.0% 0	No	208	717	74	35.6%	45	21.6%	42	20.2%	44	21.2%	ω	1.4%	47	22.6%
	Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

#### ENGLISH LANGUAGE ARTS / LITERACY Grade 11 Assessment, Spring 2017

Purpose: This report describes group						Perforn		nance Levels	sle					
achievement in terms of average scale scores and performance levels.	Number of Valid	Average Scale	Level 1	Meet -	Level 2	N P		w	Level 4	4	Level 5	<u> </u>	≥ Level 4	9 4
	Scores	Score	Expectations	lons	Expectations	ilons	Expectations	lions	Expectations	tions	Expectations	ions	Expectations	lons
			*	%	*	%	*	%	*	%	#	%	*	%
Cross-State	109,354	734	23,725	21.7%	20,134	18.4%	24.980	22.8%	31.997	29.3%	20 27 20 20 20 20 20 20 20 20 20 20 20 20 20	7.8%	40.515	37 0%
State	21,440	741	3,209	15.0%	3,607	16.8%	5,336	24.9%	7.566	35.3%	1.722	8.0%	9.288	43 3%
District	223	729	41	18.4%	63	28.3%	55	24.7%	55	24.7%	ဖ	4.0%	64	28.7%
Contact														
Female	107	737	3	11 2%	2	25 402	2	000	20	200	4	0	3	2
Wale	116	721	29	25.0%	39	33.6%	21	18.1%	25	21.6%	<b>S</b>	1.7%	27	23.3%
Ethnicity/Race														
Hispanic or Latino	186	730	34	18.3%	48	25.8%	49	26.3%	47	25.3%	00	4.3%	55	29.6%
American Indian or Alaska Native	8	717	2	25.0%	ω	37.5%	2	25,0%	_	12.5%	0	0.0%	_	12.5%
Asian	2	760	0	0.0%	٥	. 0.0%	0	0.0%	2	100.0%	0	0,0%	2	100.0%
Black or African-American	2	713	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	24	724	Ch	20.8%	10	41.7%	3	12.5%	On	20.8%	_	4.2%	<b>б</b>	25,0%
Two or more races	_	729	0	0.0%	0	0.0%	_	100.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	58	734	1	19.0%	12	20.7%	12	20.7%	21	36.2%	N	3.4%	23	39.7%
Yes	165	727	30	18.2%	5	30.9%	43	26.1%	34	20.6%	7	4.2%	4	24.8%
Students with Disabilities														
IEP - Yes	19	690	12	63.2%	O	31.6%	_	5.3%	0	0.0%	0	0.0%	0	0.0%
IEP - No	204	733	29	14.2%	57	27.9%	54	26.5%	ភូ	27.0%	ယ	4.4%	62	31.4%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant												1		
No	223	729	41	18.4%	63	28.3%	55	24.7%	55	24.7%	9	4.0%	29	28.7%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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Algebra I Assessment, Spring 2017 MATHEMATICS 2016-

	Yes	Migrant	504	EP-No	IEP - Yes	Students with Disabilities	Yes	No	Economic Disadvantage	Not Indicated	Two or more races	White	Native Hawaiian or Other Pacific Islander	Black or African-American	Asian	American Indian or Alaska Native	Hispanic or Latino	Ethnicity/Race	Male Ethnicity/Race	Male Ethnicity/Race	Gender Female Male Ethnicity/Race	Gender Female Male Ethnicity/Race	Gender Female Male Ethnicity/Race	District  Gender  Female  Male  Ethnicity/Race	Cross-State State District Gender Female Male Ethnicity/Race	Cross-State State District Gender Female Male Ethnlcity/Race
						les			96				er Pacific Islander	ăn		ska Native										
_	245		0	217	28		201	4		0	0	9	0	0	2	10	224		130	115 130	115 130	130	245 115 130	26,276 245 115	262,920 <b>26,276</b> 245 215 115	262,920 <b>26,276</b> 245 215 115
c	713		0	715	700		714	711		0	0	705	0	0	740	709	714		714	712 714	712 714	712	713 712 714	724 713 712 714	738 724 713 712 712	738 724 713 712 714
c	66		0	53	13		56	10		0	0	4	0	0	0	2	60		33	33 33	33 33	33 33	33 36	5,320 66 33	37,756 <b>5,320</b> 66 33	# 37,756 <b>5,320</b> 66
0.0%	26,9%		0.0%	24,4%	46,4%		27.9%	22.7%		0.0%	0.0%	44.4%	0.0%	0.0%	0.0%	20.0%	26.8%		25.4%	28.7% 25.4%	28.7% 25.4%	28.7%	26.9% 28.7% 25.4%	20.2% 26.9% 28.7% 25.4%	14.4% 20.2% 26.9% 28.7% 28.7%	% 14.4% 20.2% 26.9% 28.7% 25.4%
c	112		٥	98	14		တ္တ	27		0	٥	ω	0	0	0	ري ري	104		62	50 62	62	62	50 62	9,230 112 50 62	65,906 9,230 112 50	# 65,906 9,230 112 50
0.0%	45.7%		0.0%	45.2%	50.0%		42.3%	61.4%		0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	50.0%	46.4%		47.7%	43.5% 47.7%	43.5% 47.7%	43.5%	45.7% 43.5% 47.7%	35.1% 45.7% 43.5% 47.7%	25.1% 35.1% 45.7% 43.5%	% 25.1% 35.1% 45.7% 43.5%
0	5		0	54	_		50	OI		0	0	2	0	0	2	ယ	48		28	27 28	27	27	27 28		65,124 6,876 55 27 28	
0.0%	22.4%		0.0%	24.9%	3.6%		24.9%	11.4%		0.0%	0.0%	22.2%	0.0%	0.0%	100.0%	30.0%	21.4%		21.5%	23.5%	23.5%	23.5%	22.4%	26.2% 22.4% 23.5% 21.5%	24.8% 26.2% 22.4% 23.5% 21.5%	% 24.8% 26.2% 22.4% 23.5% 23.5%
0	12		0	12	0		10	2		0	0	0	0	0	0	0	12		7	7 5	7 5	7 5 1	5 12	<b>4,676</b> 12 5	85,626 4,676 12 5	# 85,626 4,676 12
0.0%	4.9%		0.0%	5.5%	0.0%		5.0%	4.5%		0.0%	0.0%	0,0%	0.0%	0.0%	0.0%	0,0%	5.4%		5.4%	4.3% 5.4%	4.3% 5.4%	5.4%	4.9% 4.3% 5.4%	17.8% 4.9% 4.3% 5.4%	32.6% 17.8% 4.9% 4.3%	32.6% 17.8% 4.9% 4.3%
0	0		0	0	0		0	0		0	0	0	0	0	0	0.	٥		0	0 0	0 0	0 0	0 0	174 0 0	8,508 174 0	# 8,508 174 0
0.0%	0.0%		0.0%	0.0%	0.0%		0.0%	0.0%		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	0.0%	0.0%	0.7% 0.0% 0.0%	3.2% 0.7% 0.0% 0.0%	% 3.2% 0.7% 0.0% 0.0%
0	12		0	12	0		<del>-</del> 6	2		0	0	0	0	0	0	0	12		7	7 5	7 6	7 5	12 6	<b>4,850</b> 12 5	94,134 4,850 12 5	94,134 4,850 12 5
0.0%	4.9%		0.0%	5.5%	0.0%		5.0%	4.5%		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.4%		5.4%	4.3% 5.4%	4.3% 5.4%	4.3%	4.9%	18.5% 4.9% 4.3% 5.4%	35.8% 18.5% 4.9% 4.3% 5.4%	35.8% 18.5% 4.9% 4.3%



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#### MATHEMATICS Algebra II Assessment, Spring 2017

Purpose: This report describes group						Perf	Performance	e Levels	S					
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	1 Meet	Level 2 Partially Met Expectations	Met Hons	Level 3 Approach	ations	Level 4 Met Expectations	1 4 tions	Level 5 Exceeded Expectations	ded tions	≥ Level 4 Met or Exceeded Expectations	el 4 Reded
			#	%	*	%	*	%	*	%	#	%	# .	%
Cross-State	124,568	723	42,265	33.9%	27.128	21.8%	22.386	18.0%	29.450	23.6%	3 339	27%	32 789	%E 8C
State	19,784	714	7,408	37.4%	5,567	28.1%	3.856	19.5%	2.834	14.3%	119	0.6%	2 953	14 9%
District	244	699	140	57.4%	67	27.5%	28	11.5%	9	3.7%	0	0.0%	9	3.7%
														1
Gender														
Female	125	698	72	57.6%	37	29.6%	<u> </u>	8.8%	Ch	4.0%	0	0.0%	C)1	4.0%
Male	119	699	68	57.1%	အ	25.2%	17	14.3%	4	3.4%	٥	0.0%	4	3.4%
Ethnicity/Race														9
Hispanic or Latino	206	699	116	56.3%	57	27.7%	24	11.7%	ဖ	4.4%	٥	0.0%	<b>1</b> 0	4.4%
American Indian or Alaska Native	11	696	Ch	45.5%	<b>O</b> 1	45.5%		9.1%	0	0.0%	٥	0.0%	0	0.0%
Asian	S	725	_	33.3%	0	0.0%	2	66.7%	0	0.0%	٥	0.0%	0	0.0%
Black or African-American	2	708	0	0,0%	2	100.0%	0	0,0%	0	0.0%	٥	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	22	688	18	81.8%	ω	13.6%	_	4.5%	0	0.0%	0	0.0%	0	0.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Economic Disadvantage														
No	64	700	38	59.4%	17	26.6%	ത	9.4%	ω	4.7%	0	0.0%	ω	4.7%
Yes	180	698	102	56.7%	50	27.8%	22	12.2%	ത	3.3%	0	0.0%	<b>o</b> n (	3.3%
Students with Disabilities														
IEP - Yes	22	688	18	81.8%	2	9,1%		4,5%	_	4.5%	0	0.0%	_	4.5%
IEP - No	222	700	122	55,0%	හ	29.3%	27	12,2%	œ	3.6%	0	0.0%	00	3.6%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%		0.0%
Migrant												9.0		0.0%
No	244	699	140	57.4%	67	27.5%	28	11,5%	ဖ	3.7%	0	0.0%	ဖ	3.7%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE NEW MEXICO

#### MATHEMATICS Geometry Assessment, Spring 2017

Purpose: This report describes group						Perforr	ormance	e Levels	sle					
achievement in terms of average scale scores and performance levels.	Number	Average	Level 1		Level 2	2	Level 3	ω	Level 4	14	Level 5	On	≥ Level 4	əl 4
	Scores	Score	Expectations	Suc	Expectations	ions	Expecta	clations	Met Expectations	tions .	Exceeded Expectations	ded tions	Met or Exceeded Expectations	eeded
			#	%	*	%	*	%	*	%	#	%	*	%
Cross-State	138,883	735	13.403	9.7%	39.029	28 1%	42 584	30.7%	38 290	27 A%	5 577	4 0%	43 867	21 60/
State	21,922	725	2,538	11.6%	8,507	38.8%	7.330	33.4%	3.380	15.4%	167	0.8%	3.547	16.0%
District	202	718	26	12,9%	106	52.5%	<u>ග</u>	30.2%	9	4.5%		0.0%	9	4.5%
Gender														
Female	108	718	ဖ	8.3%	62	57.4%	32	29.6%	On	4.6%	5	0.0%	מט	4.6%
Male	94	717	17	18.1%	44	46.8%	29	30.9%	4	4.3%	٥	0.0%	4	4.3%
Ethnicity/Race											*		-	
Hispanic or Latino	185	718	25	13.5%	97	52,4%	72	29.2%	9	4.9%	0	0.0%	ထ	4.9%
American Indian or Alaska Native	8	719	0	0.0%	ڻ ن	62,5%	ω	37.5%	a	0.0%	0	0.0%	0	0.0%
Asian	0	0	0	0.0%	٥	0,0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%
Black or African-American	0	0	0	0,0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	9	718	_	11.1%	4	44.4%	4	44.4%	0	0.0%	٥	0.0%	0	0.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Economic Disadvantage														
No	34	716	<b>O</b> 1	14.7%	18	52,9%	စ	26.5%	2	5.9%	٥	0.0%	2	5.9%
Yes	168	718	21	12.5%	88	52,4%	55	31.0%	7	4.2%	۵	0.0%	7	4 2%
Students with Disabilities														
IEP - Yes	13	692	9	69.2%	4	30,8%	0	0.0%	0	0.0%	۵	0.0%	0	0 0%
IEP - No	189	720	17	9.0%	102	54.0%	호	32,3%	ဖ	4.8%	0	0.0%	9	4.8%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	۵	0.0%	0	0.0%
Migrant												9,0		0.0
No	202	718	26	12.9%	106	52,5%	61	30.2%	ဖ	4.5%	0	0,0%	9	4.5%
Yes	0	0	0	0.0%	0	0.0%	a	0.0%	0	0.0%	0	0.0%	0	0.0%

#### **Student Achievement**

PARCC 2017-18



ESPANOLA DIST OFFICE NEW MEXICO

Grade 3 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale	N.					Perf	Performance		evels				≥ Level 3	<u>စ</u> မ	, , ,	≥ Levei 4
scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	et Meet ations	Level 2 Partially Met Expectations	Met tions	Level 3 Approachs Expectatio	H 3 Iched Itions	Level 4 Met Expectations	t 4	Level 5 Exceeded Expectations	l 5 ded tions	Approached, Met or Exceeded Expectations	ched, ceeded		Met or Exceeded Expectations
			*	%	*	%	*	%	#	%	*	%	*	%	T	#
Cross-State	339,398	739	67,537	19.9%	56,265	16,6%	77,071	22.7%	122,164	36.0%	16.361	4.8%	215.596	63.5%		138.525
State	24,072	727	6,349	26,4%	4,934	20.5%	5,933	24.6%	6,460	26.8%	396	1.6%	12.789	53.1%		6.856
District	268	719	88	32.8%	61	22.8%	64	23.9%	52	19.4%	ω	1.1%	110	44 4%		cn .
School																
Gender																
Female	151	721	43	28.5%	38	25.2%	4.	27.2%	27	17.9%	N	1.3%	70	46.4%		29
Male	117	716	45	38.5%	23	19.7%	23	19.7%	25	21.4%	_	0.9%	49	41.9%		26
Ethnicity/Race																
Hispanic or Latino	241	719	77	32.0%	55	22.8%	61	25.3%	46	19.1%	N	0.8%	109	45.2%		48
American Indian or Alaska Native	13	718	O1	38.5%	ယ	23.1%	2	15.4%	ω	23.1%	0	0.0%	Ch	38,5%		ω
Asian	_	811	0	0.0%	0	0.0%	0	0.0%	0	0.0%		100.0%	_	100.0%		_
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0,0%	0	0.0%		0
Native Hawalian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%		0
White	13	711	6	46.2%	ယ	23.1%	_	7.7%	ω	23.1%	0	0,0%	4	30.8%		ယ
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		0
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		0
Economic Disadvantage																
No	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%		0
Yes	268	719	88	32.8%	9	22.8%	<b>6</b>	23.9%	52	19.4%	ω	1.1%	119	44.4%		တ္ပ
Students with Disabilities																
IEP - Yes	30	694	20	66.7%	ហ	16.7%	_	3.3%	4	13.3%	0	0.0%	(J)	16.7%		4
IEP - No	238	722	68	28.6%	56	23.5%	63	26.5%	48	20.2%	ω	1.3%	114	47.9%		<u> </u>
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		0



ENGLISH LANGUAGE ARTS / LITERACY Grade 3 Assessment, 2017–2018

SPRING 2018

ESPANOLA DIST OFFICE

NEW MEXICO

Purpose: This report describes group				Pe	Performance l	Levels		≥ Level 3	ω	≥ Level 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		Met or Exceeded Expectations
			# %	# %	# %	# %	# %	#	%	# %
English Language Learner										
No	218	723	63 28.9%	9% 49 22.5%	යු	24.3% 50 22.9%	.9% 3 1.4%	106	48.6%	53 24.3%
Yes	50	701	25 50.0%	0% 12 24.0%	=	22.0% 2 4	4.0% 0 0.0%	13	26,0%	2 4.0%
Migrant										
No	268	719	88 32.8%	8% 61 22.8%	64	23.9% 52 19	19.4% 3 1.1%	119	44.4%	55 20.5%
Yes	0	0	0.0	0.0% 0 0.0%	0	0.0%	0.0% 0 0.0%	0	0.0%	0 0.0%



ESPANOLA DIST OFFICE
NEW MEXICO

MATHEMATICS
Grade 3 Assessment, 2017–2018

atio
Level 4  Met Expectations # % # % 6,788 26.9% 1,355 5,4% 46 17.2% 5 1.9% 23 15.2% 2 1.3% 23 19.7% 3 2.6%
≥ Level 3 Approached, Met or Exceeded Expectations # % 235,365 67.5% 15,002 59.5% 116 43.3% 60 39.7% 56 47.9%



ESPANOLA DIST OFFICE NEW MEXICO

SPRING 2018

MATHEMATICS

Grade 3 Assessment, 2017–2018

Purpose: This report describes group				Per	Performance Levels	/els		≥ Level 3	≥ Level 4	<u>9</u> 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		ceeded
			# %	# %	## %	# %	## %	**	#	%
English Language Learner										
No	218	724	50 22.9%	65 29.8%	55 25.2%	43 19.7%	5 2.3%	103 47.2%	48	22.0%
Yes	50	710	19 38.0%	18 36.0%	10 20.0%	3 6.0%	0 0.0%	ដ	<u>%</u> ع	6.0%
Migrant										
No	268	722	69 25.7%	83 31.0%	65 24.3%	46 17.2%	5 1.9%	116 43.3%	51	19.0%
Yes	0	0	0 0.0%	0 0.0%	0 0.0%	0.0%	0 0.0%	0 0.0%	0	0.0%



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ESPANOLA DIST OFFICE NEW MEXICO

Grade 4 Assessment, 2017–2018

Purpose: This report describes group						Perf	Performance	ce Levels	els				≥ Level 3	ယ	≥ Lev	Level 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	et Meet	Level 2 Partially Met Expectations	I 2 Met	Level Approac Expectati	II 3 Iched Itions	Level 4 Met Expectations	l 4 tions	Level 5 Exceeded Expectations	15 ded tions	Approached, Met or Exceeded Expectations	iched, iceeded ations	Met or Exceeded Expectations	kceede ations
			*	%	*	%	*	%	*	%	**:	%	<b>31:</b>	%	#	%
Cross-State	345,891	744	44,194	12.8%	61,962	17.9%	86.870	25.1%	113.653	32.9%	39.212	11.3%	239 735	69.3%	152 865	44 2%
State	24,909	731	4,861	19.5%	5,942	23.9%	6,866	27.6%	6.157	24.7%	1.083	4.3%	14.106	56.6%	7.240	29.1%
District	288	721	73	25.3%	8	30.9%	75	26.0%	50	17.4%		0.3%	126	43.8%	<u>o</u> , ;	17 7%
School													į	1	1	
Gender																
Female	146	724	27	18.5%	50	34.2%	4	30.1%	24	16.4%	_	0.7%	69	47.3%	25	17.1%
Male	142	718	46	32.4%	39	27.5%	31	21.8%	26	18.3%	0	0.0%	57	40.1%	26	18.3%
Ethnicity/Race																
Hispanic or Latino	253	719	67	26.5%	84	33.2%	63	24.9%	38	15.0%	_	0.4%	122	40.3%	39	15.4%
American Indian or Alaska Native	13	731	2	15.4%	2	15.4%	4	30,8%	Оп	38.5%	0	0.0%	ယ	69.2%	On	38.5%
Asian	2	780	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2	100.0%	2	100.0%
Black or African-American	3	711	2	66,7%	0	0.0%	_	33.3%	0	0.0%	0	0.0%	_	33.3%	0	0.0%
Native Hawalian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	17	731	22	11.8%	ω	17.6%	7	41.2%	(J)	29.4%	0	0.0%	12	70.6%	O1	29.4%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No		692	_	100.0%	0	0.0%	0	0.0%	o	0.0%	0	0.0%	٥	0.0%	0	0.0%
Yes	287	721	72	25.1%	89	31.0%	75	26.1%	5	17.4%	_	0.3%	126	43.9%	ດັ່	17.8%
Students with Disabilities																
IEP - Yes	36	703	21	58.3%	7	19.4%	4	11.1%	4	11.1%	0	0.0%	œ	22.2%	4	11.1%
IEP - No	252	723	52	20.6%	82	32.5%	71	28.2%	46	18.3%	_	0.4%	118	46.8%	47	18.7%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

Grade 4 Assessment, 2017–2018 ENGLISH LANGUAGE ARTS / LITERACY

Purpose: This report describes group				Pe	Performance Le	evels		≥ Level 3	ω	≥ Level 4	4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		Met or Exceeded Expectations	eded some
			# %	# %	# %	# %	# %	#:	%	#	%
English Language Learner									-		
No	239	723	55 23.0%	70 29.3%	% 65 27.2%	48 20.1%	1 0.4%	114	47.7%	49	20.5%
Yes	49	710	18 36.7%	19 38,8%	% 10 20.4%	2 4.1%	0 0.0%	12	24.5%	2	4.1%
Migrant											
No	288	721	73 25.3%	89 30.9%	% 75 26.0%	50 17.4%	1 0.3%	126	43.8%	<u>5</u>	17.7%
Yes	0	0	0 0.0%	0 0.0%	% 0 0.0%	0 0.0%	0 0.0%	0	0.0%	0	0.0%



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ESPANOLA DIST OFFICE
NEW MEXICO
SPRING 2018

MATHEMATICS

Grade 4 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale	Number	Average	l avel 1	2	l aval 2	Perf	Performance Levels	ce Lev	els				≥ Level 3	el 3		≥ Level 4
scores and performance levels.	of Valid Scores	Scale Score	Did Not Yet Meet Expectations	et Meet ations	Partially Met Expectations	Met	Approa	ched	Met	tions	Expectations	ded tions	Met or Exceeded  Expectations	cceede ations	_ 0	d Expectations
			*	%	#	%	#	%	#	%	*	%	*	%		#
Cross-State	354,653	738	47,733	13.5%	79,338	22.4%	94,041	26.5%	116,449	32.8%	17,092	4.8%	227.582	64.2%	<u>~</u> [	6 133.541
State	25,713	729	4,649	18,1%	7,209	28.0%	7,285	28.3%	6,166	24.0%	404	1.6%	13.855	53.9%	D	
District	290	719	78	26.9%	98	33.1%	71	24.5%	44	15.2%		0.3%	116	40.0%		
School																
Gender																
Female	146	720	37	25.3%	43	29.5%	44	30.1%	21	14.4%	_	0.7%	8	45.2%		22
Male	144	718	41	28.5%	53	36.8%	27	18.8%	23	16.0%	0	0.0%	50	34.7%	_	23
Ethnicity/Race																
Hispanic or Latino	255	718	72	28.2%	83	32.5%	66	25.9%	33	12.9%	_	0.4%	100	39.2%		<u>2</u>
American Indian or Alaska Native	13	716	3	23.1%	6	46.2%	2	15.4%	2	15.4%	0	0.0%	4	30.8%		2
Asian	2	786	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2	100.0%		2
Black or African-American	ω	711	1	33.3%	1	33.3%	0	0.0%		33.3%	٥	0.0%	_	33.3%		_
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%		0
White	17	729	2	11.8%	6	35.3%	သ	17.6%	o	35.3%	٥	0.0%	ဖ	52.9%		on
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	D	0.0%		0
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		0
Economic Disadvantage															1	
No	_	695	1	100.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%		0
Yes	289	719	77	26,6%	96	33.2%	71	24.6%	44	15.2%	_	0.3%	116	40.1%		45 55
Students with Disabilities																
IEP - Yes	36	711	16	44.4%	10	27.8%	<b>Ο</b> 1	13.9%	4	11.1%	_	2.8%	<del>1</del> 0	27.8%		O1
IEP - No	254	720	62	24.4%	00	33.9%	66	26,0%	40	15.7%	0	0.0%	106	41.7%		40
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%		0



ESPANOLA DIST OFFICE NEW MEXICO

SPRING 2018

MATHEMATICS

Grade 4 Assessment, 2017–2018

Purpose: This report describes group				Рел	Performance Lev	Levels		≥ Level 3	ω	≥ Level 4	4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		Met or Exceeded Expectations	suo
	=		# %	# %	# %	# %	# %	*	%	#	%
English Language Learner											
No	239	721	60 25.1%	70 29.3%	65 27.2%	43 18.0%	1 0,4%	109	45.6%	44	18.4%
Yes	51	708	18 35,3%	26 51.0%	6 11.8%	1 2.0%	0	7	13.7%	_	2.0%
Migrant											
No	290	719	78 26.9%	96 33.1%	71 24.5%	44 15.2%	1 0.3%	116	40.0%	45	15.5%
Yes	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0	0.0%	0	0.0%



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NEW MEXICO

Grade 5 Assessment, 2017–2018

Met Met 1771   1771   1771   1771   1781   1781   1781   1781   1781   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1881   1	Level 4 Met Met pectations 8 % 171 37.6% 300 28.8% 71 25.0% 46 33.1% 25 17.2%	Level 4  Level 5  Met  Exceeded  Expectations  171 37.6% # %  18.570 5.3%  18.570 5.3%  18.570 0 0.0%  25 17.2% 0 0.0%	Level 4 Level 5 Met Exceeded Expectations 9% # % 171 37.6% 18,570 5.3% 2 300 28,8% 416 1.6% 71 25.0% 0 0.0% 46 33.1% 0 0.0% 25 17.2% 0 0.0%
B Levels    Second   A   A	Level 4 Met Expectations # % 131.171 37.6% 7,300 28.8% 71 25.0% 46 33.1% 25 17.2%	Level 4 Level 5 Met Exceeded Expectations Expectations # % # % 131,171 37.6% 18,570 5.3% 7,300 28.8% 416 1.6% 71 25.0% 0 0.0% 46 33.1% 0 0.0% 25 17.2% 0 0.0%	Vels         ≥ Level 3           Level 4 Met         Level 5 Exceeded         Approached, Met or Exceeded Expectations           #         %         #         %           131,171         37.6%         18,570         5.3%         241,119         69,1%           7,300         28.8%         416         1.6%         15,246         60.2%           71         25.0%         0         0.0%         156         54,9%           46         33.1%         0         0.0%         85         61.2%           25         17.2%         0         0.0%         71         49.0%
	3% 3% 1%	Level 5 Exceeded Expectations # % 3% 18.570 5.3% 8% 416 1.6% 0 0.0% 1% 0 0.0%	Level 5 Exceeded Expectations  # % # % 18,570 5.3% 241,119 69,1%  8% 416 1.6% 15,246 60.2%  0 0.0% 156 54,9%  1% 0 0.0% 85 61.2%  0 0.0% 71 49,0%
el 5 eded ations 5.3% 1.6% 0.0%			0, 0, 0, 0,



ESPANOLA DIST OFFICE NEW MEXICO

SPRING 2018

#### Grade 5 Assessment, 2017–2018

Purpose: This report describes group						Perfo	Performance Lo	e Levels	sle				≥ Level 3	ω	≥ Level 4	<del>9</del> 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations	Met ons	Level 3 Approache Expectation	-3 ched lions	Level 4 Met Expectations	l 4 tions	Level 5 Exceeded Expectations	5 led ions	Approached, Met or Exceeded Expectations	ceeded tions	Met or Exceeded Expectations	ceeded
	Scores	Score	Expectation		pectati	ons	Expecta	tions	Expecta	tions	Expectat	ions	Expecta	tions		
			# %	*		%	*	%	**	%	**	%	**	%	#	%
English Language Learner																
No	240	732	35 14	14.6%	61	25.4%	75	31.3%	69	28.8%	0	0.0%	14	60.0%	69	28.8%
Yes	4	709	15 34	34.1%	17	38.6%	6	22.7%	2	4.5%	0	0.0%	12	27.3%	2	4.5%
Migrant																
No	284	728	50 17	17.6%	78	27.5%	85	29.9%	71	25.0%	0	0.0%	156	54.9%	71	25.0%
Yes	0	0	0 0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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NEW MEXICO

SPRING 2018

MATHEMATICS
Grade 5 Assessment, 2017–2018

Purpose: This report describes group						Perf	Performance	ce Levels	els				≥ Level 3	<u>¥</u> ω	≥ Level 4	el 4
acrievement in terms or average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	et Meet	Level 2 Partially Met Expectations	Met tions	Level Approac Expectal	1 3 iched ations	Level 4 Met Expectations	ions	Level 5 Exceeded Expectations	15 ded tions	Approached, Met or Exceeded Expectations	ched, ceeded tlons	Met or Exceeded Expectations	(ceeded
			*	%	#	%	#	%	*	%	*	%	*	%	#	%
Cross-State	356,669	738	49,335	13.8%	78,062	21.9%	96,077	26.9%	109,698	30.8%	23,497	6.6%	229,272	64.3%	133,195	37.3%
State	25,589	730	4,720	18.4%	6,452	25.2%	7,334	28.7%	6,411	25.1%	672	2.6%	14,417	56.3%		27.7%
District	284	721	73	25.7%	80	28.2%	82	28.9%	47	16.5%	N	0.7%	<u></u>	46.1%	49	17.3%
School																
Gender																
Female	139	722	31	22.3%	41	29.5%	44	31.7%	23	16.5%	0	0.0%	67	48.2%	23	16.5%
Male	145	721	42	29.0%	39	26.9%	38	26.2%	24	16.6%	N	1.4%	62	44.1%	26	17.9%
Ethnicity/Race																
Hispanic or Latino	238	721	62	26.1%	67	28.2%	73	30.7%	34	14.3%	N	0.8%	109	45.8%	36	15.1%
American Indian or Alaska Native	23	723	5	21.7%	9	39.1%	2	8.7%	7	30,4%	0	0.0%	9	39.1%	7	30,4%
Asian	ω	727	_	33.3%	0	0.0%	_	33.3%		33,3%	0	0.0%	2	66.7%	_	33,3%
Black or African-American	<b>б</b>	703	2	33.3%	4	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	۵	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	14	736	မ	21.4%	0	0.0%	6	42.9%	O1	35.7%	0	0.0%	<u> </u>	78.6%	(J)	35.7%
Two or more races	0	٥	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	٥	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No	0	٥	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	284	721	73	25.7%	80	28.2%	82	28.9%	47	16.5%	N	0.7%	131	46.1%	49	17.3%
Students with Disabilities																
IEP - Yes	30	702	15	50.0%	10	33.3%	4	13.3%	_	3.3%	0	0.0%	Oı	16.7%		3.3%
IEP - No	254	724	58	22.8%	70	27.6%	78	30.7%	46	18.1%	2	0.8%	126	49.6%	48	18.9%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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MATHEMATICS
Grade 5 Assessment 20

Grade 5 Assessment, 2017-2018

Purpose: This report describes group				P	Performance	Levels		≥ Level 3	ω ≖	≥ Level 4	4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectation	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations	ched, ceeded tions	Met or Exceeded Expectations	eeded
			# %	# %	# %	6 # %	<b>6</b> # %	#	%	#	%
English Language Learner											
No	240	724	56 23.3%	63 26.3%	3% 75 31.3%	44	18.3% 2 0.8%	121	50.4%	46	19.2%
Yes	44	709	17 38.6%	17 38.6%	7 15	.9% 3	6.8% 0 0.0%	10	22.7%	ယ	6.8%
Migrant											
No	284	721	73 25.7%	80 28.2%	82 28	.9% 47	16.5% 2 0.7%	131	46.1%	49	17.3%
Yes	0	0	0 0.0%	0 0.	0.0% 0 0	0 0 %0.	0.0% 0 0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

Grade 6 Assessment, 2017–2018

Purpose: This report describes group						Perf	Performance	ce Levels	/els				≥ Level 3	<u>စ</u> ယ	≥ Level 4	4
achievement in terms or average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	el 1 fet Meet atlons	Level 2 Partially Met Expectations	Met Hons	Level 3 Approach	iched	Level 4 Met Expectations	1 4 ations	Level 5 Exceeded Expectations	ded tions	Approached, Met or Exceeded Expectations	ations	Met or Exceeded Expectations	xceede ations
			#	%	#	%	*	%	#	%	*	%	#	%	#	%
Cross-State	345,435	742	37,049	10.7%	70,398	20.4%	96,580	28.0%	114.173	33.1%	27.235	7.9%	237.988	68.9%	1	40.9%
State	24,458	733	3,208	13.1%	6,433	26.3%	7,888	32.3%	6.213	25.4%	716	2.9%	14.817	60 6%		28 3%
District	278	730	<u> </u>	11.2%	œ	30.6%	106	38.1%	55	18 7%	4	1 4%	183	58.3%		20 1%
School									i				i	00.070	8	100
Gender																
Female	142	734	13	9.2%	35	24.6%	63	44.4%	28	19.7%	ယ	2.1%	94	66.2%	<u>a</u>	21.8%
Male	136	726	18	13.2%	පි	36.8%	43	31.6%	24	17.6%	_	0.7%	68	50.0%	25	18.4%
Ethnicity/Race																
Hispanic or Latino	234	729	29	12.4%	69	29.5%	91	38.9%	42	17.9%	ω	1.3%	136	58.1%	45	19.2%
American Indian or Alaska Native	26	733	2	7.7%	<u> </u>	42.3%	ڻ ن	19.2%	7	26,9%	_	3.8%	သံ	50.0%		30.8%
Asian	ယ	733	0	0.0%	_	33.3%	2	66.7%	o	0.0%	0	0.0%	N	66.7%	0	0.0%
Black or African-American	0	O	0	0.0%	0	0.0%	0		0	0,0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	O	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	15	733	0	0.0%	4	26.7%	00	53.3%	ယ	20.0%	0	0.0%		73.3%	ω	20.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	۵	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Economic Disadvantage																
No	_	761	0	0.0%	0	0.0%	0	0.0%	خ	100.0%	0	0.0%	_	100.0%	ے ا	100.0%
Yes	277	730	3	11.2%	œ	30.7%	106	38.3%	<u>ი</u>	18.4%	4	1.4%	161	58 1%	'n	19 9%
Students with Disabilities													3	00,170	5	0.0
IEP - Yes	32	707	13	40.6%	13	40.6%	O1	15.6%	_	3.1%	0	0.0%	თ	18.8%	_	3.1%
IEP - No	246	733	18	7.3%	72	29.3%	101	41.1%	51	20.7%	4	1.6%	156	63,4%	ឡ	22.4%
504	0	Ö	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

Grade 6 Assessment, 2017–2018

Purpose: This report describes group				Per	Performance Le	Levels		≥ Level 3	ω	≥ Level 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		Met or Exceeded Expectations
			# %	# %	# %	** %	# %	#1:	%	# %
English Language Learner										
No	240	733	19 7.9%	67 27.9%	99 41.3%	51 21.3%	4 1.7%	154	64.2%	55 22.9%
Yes	38	710	12 31.6%	18 47.4%	7 18.4%	1 2.6%	0 0,0%	00	21.1%	1 2.6%
Migrant										
No	278	730	31 11.2%	85 30.6%	106 38.1%	52 18.7%	4 1.4%	162	58.3%	56 20.1%
Yes	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0	0.0%	0 0.0%



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ESPANOLA DIST OFFICE
NEW MEXICO
SPRING 2018

MATHEMATICS

Grade 6 Assessment, 2017–2018

Purpose: This report describes group						Perf	Performance		_evels				≥ Level 3	<u>a</u> ω	≥ Level 4	<u>o</u>
scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	et Meet atlons	Level 2 Partially Met Expectations	Met flons	Approx	el 3 sched ations	Level 4 Met Expectations	1 4 ations	Level 5 Exceeded Expectations	l 5 ded ations	Approached, Met or Exceeded Expectations	ched, ceeded itions	Met or Exceeded Expectations	<u>₽</u> 0
			#	%	*	%	*	%	*	%	*	%	*	%	#	$\neg$
Cross-State	346,888	734	48,154	13.9%	90,057	26.0%	97,162	28.0%	94,568	27.3%	16,947	4.9%	208,677	60.2%	111,515	_
State	24,613	725	4,760	19.3%	7,882	32.0%	6,973	28.3%	4,573	18.6%	425	1,7%	11,971	48.6%		
District	279	717	71	25,4%	105	37.6%	71	25.4%	32	11.5%	٥	0.0%	103	36.9%		
School																
Gender																1
Female	143	718	35	24.5%	58	40.6%	34	23.8%	16	11.2%	0	0.0%	50	35.0%	16	
Male	136	717	36	26.5%	47	34.6%	37	27.2%	16	11.8%	0	0.0%	53	39.0%	16	
Ethnicity/Race																
Hispanic or Latino	235	717	65	27.7%	85	36.2%	59	25.1%	26	11.1%	0	0.0%	85	36,2%	26	$\neg$
American Indian or Alaska Native	26	721	4	15.4%	ದೆ	50.0%	O1	19.2%	4	15.4%	0	0.0%	ဖ	34.6%	Ì	15.4%
Asian	<b>3</b>	726	0	0.0%	_	33,3%	2	66,7%	0	0.0%	0	0.0%	2	66,7%	0	
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	$\neg$
White	15	722	2	13.3%	ത	40.0%	On	33.3%	2	13.3%	0	0.0%	7	46.7%	2	13.3%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	P	0.0%	0	
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	
Economic Disadvantage																
No		726	0	0.0%	0	0.0%	_	100.0%	0	0.0%	0	0.0%	_	100.0%	0	
Yes	278	717	71	25.5%	105	37.8%	70	25,2%	32	11.5%	0	0.0%	102	36,7%	32	11.5%
Students with Disabilities	3															
IEP - Yes	32	698	18	56.3%	10	31.3%	4	12.5%	0	0.0%	0	0.0%	4	12.5%	0	$\neg$
IEP - No	247	720	53	21.5%	95	38.5%	67	27.1%	32	13.0%	0	0.0%	99	40.1%	32	13.0%
504	0	٥	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%



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ESPANOLA DIST OFFICE NEW MEXICO

SPRING 2018

MATHEMATICS

Grade 6 Assessment, 2017–2018

Purpose: This report describes group				Per	Performance Lev	Levels		≥ Level 3	-	≥ Level 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		Met or Exceeded Expectations
			# %	# %	# %	# %	## %	**	%	# %
English Language Learner										
No	240	720	49 20.4%	93 38.8%	67 27.9%	31 12.9%	6 0 0.0%	98	40.8%	31 12.9%
Yes	39	700	22 56,4%	12 30,8%	4 10.3%	1 2.6%	6 0 0,0%	(Ji	12.8%	1 2.6%
Migrant										
No	279	717	71 25.4%	105 37.6%	71 25.4%	32 11.5%	6 0 0.0%	103	36.9%	32 11.5%
Yes	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	6 0 0.0%	0	0.0%	0 0.0%



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ESPANOLA DIST OFFICE NEW MEXICO

Grade 7 Assessment, 2017–2018

Purpose: This report describes group						Perf	Performance Levels	ce Lev	vels				≥ Level 3	<u>မ</u> ယ	≥ Level 4	<u>/el</u> 4
achievement in terms or average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	et Meet atlons	Level 2 Partially Met Expectations	1 2 y Met atlons	Leve Approxi	el 3 eched ations	Level 4 Met Expectations	of 4 et ations	Level 5 Exceeded Expectations	ded tions	Approached, Met or Exceeded Expectations	ıched, cceeded ≱tions	Met or Exceeded Expectations	xceede
			*	%	*	%	#	%	#	%	*	%	#	%	#	%
Cross-State	339,954	745	48,915	14,4%	53,312	15.7%	78,370	23.1%	103,587	30.5%	55,770	16.4%	237.727	69.9%	159.357	46.9%
State	24,170	729	5,174	21.4%	5,272	21.8%	6,639	27.5%		23.3%	1.455	6.0%	13.724	56.8%		$\dashv$
District	257	714	87	33.9%	72	28.0%	66	25.7%		12.1%	ا د	0.4%	92	38 1%		
School																į
Gender																
Female	130	715	41	31.5%	35	26.9%	35	26.9%	19	14.6%	0	0.0%	554	41.5%	19	14.6%
Male	127	713	46	36.2%	37	29.1%	31	24.4%	12	9.4%	_	0.8%	4	34.6%		10.2%
Ethnicity/Race																
Hispanic or Latino	232	712	80	34.5%	66	28.4%	62	26,7%	24	10.3%	0	0.0%	86	37.1%	24	10.3%
American Indian or Alaska Native	13	717	4	30.8%	On .	38.5%	_	7.7%	ယ	23.1%	0	0.0%	4	30.8%	ω	23.1%
Asian	2	725	0	0.0%		50.0%	_	50.0%	0	0.0%	0	0.0%	_	50.0%	0	0.0%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	_	688	_	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	ဖ	747	2	22.2%	0	0.0%	2	22.2%	4	44.4%	_	11.1%	7	77.8%	cn cn	55.6%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No	4	702	1	25.0%	N	50.0%	_	25,0%	0	0.0%	0	0.0%	_	25.0%	0	0.0%
Yes	253	714	86	34.0%	70	27.7%	<b>6</b> 5	25.7%	<u>a</u>	12,3%		0.4%	97	38.3%	32	12.6%
Students with Disabilities																į
IEP - Yes	25	686	19	76.0%	4	16.0%	_	4.0%	_	4.0%	0	0.0%	2	8.0%	_	4.0%
IEP - No	232	717	68	29.3%	68	29.3%	65	28.0%	30	12,9%	_	0.4%	96	41.4%	<u>ω</u>	13.4%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

Grade 7 Assessment, 2017–2018

Purpose: This report describes group				Реп	Performance Lev	Levels		≥ Level 3	≥ Level 4	<u>e</u> 4
scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations	Met or Exceeded d Expectations	tions
			# %	# %	# %	***	# %	# %	#	%
English Language Learner										
No	235	716	72 30.6%	66 28.1%	65 27.7%	31 13.2%	1 0.4%	97 41.3%	% 32	13.6%
Yes	22	687	15 68.2%	6 27.3%	1 4.5%	0 0,0%	0	1 4.5%	8	0,0%
Migrant										
No	257	714	87 33.9%	72 28.0%	66 25.7%	31 12.1%	1 0.4%	98 38.1%	% 32	12.5%
Yes	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

SPRING 2018

MATHEMATICS

Grade 7 Assessment, 2017–2018

Purpose: This report describes group						Perf	Performance		evels				≥ Level 3	<u>စ</u> ယ	≥ Level 4	<u>e</u> 4
scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	et Meet	Level 2 Partially Met Expectations	Met flons	Appros Expects	il 3 iched itions	Level 4 Met Expectations	l 4 tions	Level 5 Exceeded Expectations	ded tions	Approached, Met or Exceeded Expectations	iched, ceeded ations	Met or Exceeded Expectations	ations
			#	%	#	%	*	%	*	%	*	%	*	%	#	%
Cross-State	324,982	736	35,847	11.0%	84,384	26.0%	97,691	30.1%	92,645	28.5%	14.415	4.4%	204.751	63.0%	107.060	32.9%
State	24,221	726	3,662	15.1%	8,199	33.9%	7,508	31.0%	4.509	18.6%	343	1.4%	12.360	51.0%		20.0%
District	256	715	සු	24.6%	113	44.1%	හි	24.2%	<u></u>	7.0%	0	0.0%	30 j	31.3%		7 0%
School																
Gender																
Female	130	711	37	28.5%	60	46.2%	27	20.8%	o	4.6%	0	0.0%	33	25.4%	<b>o</b>	4.6%
Male	126	718	26	20.6%	ස	42.1%	35	27.8%	120	9.5%	0	0.0%	47	37.3%	12	9.5%
Ethnicity/Race																
Hispanic or Latino	231	714	57	24.7%	106	45.9%	2	23.4%	14	6.1%	0	0.0%	<b>0</b> 000	29.4%	14	6.1%
American Indian or Alaska Native	13	721	3	23.1%	On .	38.5%	4	30.8%	_	7.7%	٥	0.0%	Ch	38.5%		7.7%
Asian	2	715	0	0.0%	1	50.0%	_	50.0%	0	0.0%	0	0.0%	_	50.0%	0	0.0%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander		694	-3	100,0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	9	736	2	22.2%	_	11.1%	ω	33.3%	ω	33.3%	0	0.0%	<b>ග</b>	66.7%	ш	33.3%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No	4	699		25.0%	0	50.0%	_	25.0%	0	0.0%	0	0.0%	_	25.0%	0	0.0%
Yes	252	715	62	24.6%	1111	44.0%	<u>ი</u>	24.2%	휺	7.1%	0	0.0%	79	31.3%	<del>_</del>	7 1%
Students with Disabilities																
IEP - Yes	25	697	13	52.0%	10	40.0%	_	4.0%	_	4.0%	0	0.0%	0	8.0%	_	4.0%
IEP - No	231	717	50	21.6%	103	44.6%	61	26.4%	17	7.4%	0	0.0%	78	33.8%	17	7.4%
504	0	O	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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SPRING 2018

MATHEMATICS
Grade 7 Assessment, 2017–2018

Migrant English Language Learner Purpose: This report describes group achievement in terms of average scale scores and performance levels. 공 Ύes 공 Number of Valid Scores 256 234 8 0 Average Scale Score 715 716 698 0 Level 1
Did Not Yet Meet
Expectations 2 ဖ 0 24.6% 40.9% 23.1% 0.0% % Level 2
Partially Met
Expectations 113 8 ಭ 0 44.1% 59.1% 42.7% % 0.0% Performance Levels Level 3 62 0 0 24.2% 26.5% 0.0% % 0.0% Met Expectations \* Level 4 8 0 ᅉ 0 0.0% 0.0% 7.7% % 7.0% Expectations Exceeded Level 5 0 0 0 0 0.0% 0.0% 0.0% 0.0% % Approached,
Met or Exceeded
Expectations ≥ Level 3 \* 8 o 8 0 31.3% 34.2% % 0.0% 0,0% Met or Exceeded Expectations # ≥ Level 4 જ ₩ 0 0 0.0% 7.0% 0.0% 7.7% %



ESPANOLA DIST OFFICE NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY Grade 8 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number	Average	Level 1	2	Leve	Perf	Performance		Levels	<u>el</u> 4	Lev	<u>ග</u>	≥ Level 3	rel 3		≥ Level 4
scores and performance levels.	of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	et Meet	Partially Met Expectations	y Met ations	Appro Expec	reached ctations	Lev M Expect	Level 4 Met Expectations	Level 5 Exceeded Expectations	el 5 eded ations	Approached, Met or Exceeded Expectations	ache xcee atio	ded d	d, Met or Exceeded ded Expectations
			*	%	#	%	#	%	#	%	#	%	#1:	%		#
Cross-State	340,522	743	53,261	15.6%	57,391	16.9%	80,274	23.6%	112,881	33.1%	36,715	10.8%	229,870	67	67.5%	.5% 149.596
State	23,703	730	4,787	20.2%	5,348	22.6%	6,692				783	3.3%	13,568	57	57.2%	
District	234	713	82	35.0%	8	29.1%	59				_	0.4%	22	35.9%	%	
School																
Gender																-
Female	114	722	30	26.3%	26	22.8%	37	32.5%	20	17.5%		0.9%	<u>ي</u>	50.9%	%	9% 21
Male	120	704	52	43.3%	42	35.0%	22				0	0.0%	26	21.7%	%	
Ethnicity/Race								ŀ								
Hispanic or Latino	204	713	73	35.8%	56	27.5%	53	26.0%	21	10.3%	_	0.5%	75	36.8%	%	% 22
American Indian or Alaska Native	19	716	o	31.6%	თ	31.6%	ъ.	26.3%			0	0.0%	7	36,8%	%	
Asian	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	%	
Black or African-American	_	691		100.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0,0%	%	
Native Hawaiian or Other Pacific Islander	0	o	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0,0%	%	0
White	10	716	2	20.0%	മ	60.0%	_	10.0%	_	10.0%	0	0.0%	2	20.0%	%	% 1
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	%	0
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	%	%
Economic Disadvantage																
No	4	708	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	%	%0
Yes	230	713	80	34.8%	66	28,7%	59	25.7%	24	10.4%	_	0.4%	92	36.5%	%	N
Students with Disabilities																
IEP - Yes	27	674	26	96.3%	_	3,7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	%	0
IEP - No	207	718	56	27.1%	67	32.4%	59	28.5%	24	11.6%	_	0.5%	84	40.6%	%	% 25
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%	0	0.0%	%	



**ENGLISH LANGUAGE ARTS / LITERACY** Grade 8 Assessment, 2017–2018

**SPRING 2018** 

ESPANOLA DIST OFFICE

NEW MEXICO

Purpose: This report describes group				Perf	Performance Lev	Levels		≥ Level 3	<u>ω</u>	≥ Level 4	4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		Met or Exceeded Expectations	eeded lons
			# %	# %	# %	# %	# %	#	%	#	%
English Language Learner											
No	212	716	66 31.1%	62 29.2%	59 27.8%	24 11.3%	1 0.5%	84	39.6%	25	11.8%
Yes	22	687	16 72.7%	6 27.3%	0 0.0%	0 0.0%	0	0	0.0%	0	0.0%
Migrant											
No	233	713	82 35.2%	68 29.2%	59 25.3%	23 9.9%	1 0.4%	ස	35.6%	24	10.3%
Yes		757	0 0.0%	0 0.0%	0 0.0%	1 100.0%	0		1 100.0%		100.0%



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ESPANOLA DIST OFFICE
NEW MEXICO
SPRING 2018

MATHEMATICS

Grade 8 Assessment, 2017–2018

Purpose: This report describes group				:		Реп	Performance		_evels				≥ Level 3	<u>9</u> 3	≥ Level 4	4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	et Meet	Level 2 Partially Met Expectations	Met Met	Level 3 Approach	ations	Level 4 Met Expectations	ol 4 et ations	Level 5 Exceeded Expectations	l 5 ded tions	Approached, Met or Exceeded Expectations	ched, ceeded tions	Met or Exceeded Expectations	cceede ations
			*	%	#:	%	#	%	#	%	*	%	#:	%	#	%
Cross-State	265,249	725	70,551	26.6%	63,845	24.1%	62,427	23.5%	61,259	23.1%	7.167	2.7%	130.853	49.3%	68.426	25.8%
State	19,250	714	6,510	33.8%	5,834	30.3%	4.438	23.1%	2.394	12.4%	74	0.4%	6.906	35.9%	2.468	12.8%
District	183	699	89	48.6%	75	41.0%	<u>.</u>	10.4%	0	0.0%	0	0.0%	100	10.4%	0	0.0%
School	, 41	1	0				:	i				. !				
Gender			\$ 							į	1				-0	
Female	85	700	38	44.7%	39	45.9%	00	9.4%	0	0.0%	0	0.0%	00	9.4%	0	0.0%
Male	98	698	51	52.0%	36	36.7%	<b>=</b>	11.2%	0	0.0%	0	0.0%		11.2%	0	0.0%
Ethnicity/Race																
Hispanic or Latino	159	699	79	49.7%	63	39.6%	17	10.7%	0	0.0%	0	0.0%	17	10.7%	0	0.0%
American Indian or Alaska Native	16	869	7	43.8%	00	50.0%	_	6.3%	0	0.0%	0	0.0%	_	6.3%	0	0.0%
Asian	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black or African-American	_	701	0	0.0%	1	100.0%	, O	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	7	701	3	42.9%	ယ	42.9%	_	14.3%	0	0.0%	0	0.0%	_	14.3%	0	0.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0,0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No	4	698	N	50.0%	_	25.0%		25.0%	o l	0.0%	0	0.0%	_	25.0%	0	0.0%
Yes	179	699	87	48.6%	74	41.3%	<del>1</del> 6	10.1%	0	0.0%	0	0.0%	⇔	10.1%	0	0.0%
Students with Disabilities							-								The state of the s	
IEP - Yes	27	678	24	88.9%	ယ	11.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IEP - No	156	703	65	41.7%	72	46.2%	19	12.2%	0	0.0%	0	0.0%	19	12,2%	0	0.0%
504	0	0	0	0.0%	0	0.0%	0	0.0%	- 0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

MATHEMATICS
Grade 8 Assessment, 2017–2018

Purpose: This report describes group				Рег	Performance Lev	Levels		≥ Level 3	ω	≥ Level 4	4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		Met or Exceeded Expectations	eeder
			# %	# %	# %	# %	# %	*	%	*	%
English Language Learner											
No	161	700	76 47.2%	2% 66 41.0%	19 11.8%	0 0,0%	0 0.0%	19	11.8%	0	0.0%
Yes	22	692	13 59.1%	% 9 40.9%	0 0.0%	0 0.0%	0 0.0%	0	0.0%	0	0.0%
Migrant											
No	182	699	89 48.9%	3% 74 40.7%	19 10.4%	0 0.0%	0 0.0%	19	10.4%	0	0.0%
Yes	_	711	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0	0.0%	0	0.0%



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ESPANOLA DIST OFFICE NEW MEXICO

Grade 9 Assessment, 2017–2018

Purpose: This report describes group						Perf	Performance		evels				≥ Level 3	<u>မ</u> ယ	≥ Level 4	<u>0</u> 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	et Meet	Level 2 Partially Met Expectations	Met tions	Level 3 Approache Expectation	1 3 ched tions	Level 4 Met Expectations	1 4 t	Level 5 Exceeded Expectations	l 5 ded tions	Approached, Met or Exceeded Expectations	ched, ceeded ations	Met or Exceeded Expectations	ceeded tions
			*	%	#	%	*	%	*	%	#	%	#	%	#	%
Cross-State	129,057	746	18,114	14.0%	19,187	14.9%	29,182	22.6%	45,456	35.2%	17,118	13.3%	91,756	71.1%	62,574	48.5%
State	23,559	730	4,561	19.4%	5,526	23,5%	6,771	28.7%	5,984	25.4%	717	3.0%	13,472	57.2%	6,701	28.4%
District	218	719	50	22.9%	74	33.9%	67	30.7%	25	11.5%	2	0.9%	22	43,1%	27	12.4%
School																
Gender																
Female	112	721	24	21.4%	38	33.9%	34	30.4%	14	12.5%	N	1.8%	50	44.6%	16	14.3%
Male	106	716	26	24.5%	36	34.0%	33	31.1%		10.4%	0	0.0%	4	41.5%	=	10.4%
Ethnicity/Race																
Hispanic or Latino	187	719	43	23.0%	61	32.6%	60	32.1%	21	11.2%	N	1.1%	83	44.4%	23	12.3%
American Indian or Alaska Native	20	710	6	30.0%	00	40.0%	Oi	25.0%	_	5.0%	0	0.0%	თ	30.0%		5.0%
Asian	4	736	0	0.0%	1	25.0%	2	50.0%	_	25.0%	0	0.0%	ω	75.0%		25.0%
Black or African-American	_	772	0	0.0%	0	0.0%	0	0.0%		100.0%	0	0.0%	_	100.0%	_	100.0%
Native Hawaiian or Other Pacific Islander	0	0	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	ത	717	_	16.7%	4	66.7%	0	0.0%	_	16.7%	0	0.0%	_	16.7%	_	16.7%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	218	719	50	22,9%	74	33.9%	67	30.7%	25	11.5%	2	0.9%	92	43.1%	27	12.4%
Students with Disabilities																
IEP - Yes	20	687	14	70,0%	O1	25.0%	_ <b></b>	5.0%	0	0.0%	0	0.0%	_	5.0%	0	0.0%
IEP - No	198	722	36	18.2%	69	34.8%	66	33.3%	25	12.6%	2	1.0%	93	47.0%	27	13.6%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



ESPANOLA DIST OFFICE NEW MEXICO

Grade 9 Assessment, 2017–2018

Purpose: This report describes group						Perf	Performance	e Levels	els				≥ Level 3	<u>ම</u> ය	≥ Level 4	ĕ 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	1 Meet	Level 2 Partially Met Expectations	2 Met	Level Approar Expecta	13 ched tions	Level 4  Met  Expectations	1 4 tions	Level 5 Exceeded Expectations	) 5 ded ations	Approached, Met or Exceeded Expectations	ached, xceeded ations	Met or Exceeded Expectations	xceeded ations
			*	%	*	%	#	%	*	%	*	%	*	%	**	%
English Language Learner																
No	181	722	36	19.9%	59	32.6%	59	32.6%	25	13.8%	2	1.1%	86	47.5%	27	14.9%
Yes	37	703	14	37.8%	귱	40.5%	00	21.6%	0	0.0%	0	0.0%	8	21.6%	0	0.0%
Migrant																
No	217	719	50	23.0%	74	34.1%	66	30.4%	25	11.5%	N	0.9%	93	42.9%	27	12.4%
Yes	_	725	0	0.0%	0	0.0%		100.0%	0	0.0%	0	0.0%	_	100.0%	0	0.0%



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ESPANOLA DIST OFFICE NEW MEXICO

Grade 10 Assessment, 2017–2018

Purpose: This report describes group						Perf	Performance	ce Levels	els				≥ Level 3	<u>စ</u> ယ	≥ Level 4	<u>è</u>
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	ol 1 et Meet	Level 2 Partially Met Expectations	I 2 / Met tions	Leve Approx	ol 3 iched ations	Level 4  Met  Expectations	of the ations	Level 5 Exceeded Expectations	l 5 ded tions	Approached, Met or Exceeded Expectations	iched, cceeded stlons	Met or Exceeded Expectations	xcee atlor
			*	%	#	%	#	%	#	%	**	%	#	%	#	%
Cross-State	190,651	744	37,822	19.8%	26,689	14.0%	37,094	19.5%	58,254	30.6%	30,792	16.2%	126,140	66,2%	89,046	46.7%
State	22,993	730	5,595	24.3%	4,437	19.3%	5,517	24.0%	5,937	25.8%	1,507	6.6%	12,961	56.4%		$\neg$
District	209	716	70	33.5%	55	26.3%	45	21.5%	35	16.7%	4	1.9%	8	40.2%		_
School																7
Gender																
Female	102	730	21	20.6%	23	22.5%	28	27.5%	28	27.5%	N	2.0%	58	56.9%	30	29.4%
Male	107	702	49	45.8%	32	29.9%	17	15.9%	7	6.5%	2	1.9%	26	24.3%		_
Ethnicity/Race																1
Hispanic or Latino	183	715	22	35.0%	45	24.6%	40	21.9%	31	16.9%	ω	1.6%	74	40.4%	34	18.6%
American Indian or Alaska Native	13	722	<u> </u>	7.7%	7	53.8%	ယ	23.1%	2	15.4%	0	0.0%	CJ.	38,5%		
Asian	_	727	0	0.0%	0	0.0%	_	100.0%	0	0.0%	0	0.0%		100.0%	0	0.0%
Black or African-American	1	708	0	0.0%		100.0%	0	0.0%	0	0.0%	0	0,0%	٥	0,0%		0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%
White	11	718	5	45.5%	2	18.2%	_	9.1%	2	18.2%	_	9.1%	4	36.4%	ω	27.3%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	o	0.0%	0	0.0%	0	0.0%		0,0%
Economic Disadvantage																1
No	_	702	0	0.0%	_	100.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%	0	0.0%
Yes	208	716	70	33.7%	54	26.0%	45	21.6%	35	16.8%	4	1.9%	8	40.4%	39	_
Students with Disabilities																ŀ
IEP - Yes	24	670	21	87.5%	သ	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IEP - No	185	722	49	26.5%	52	28.1%	45	24.3%	35	18.9%	4	2.2%	22	45.4%	(a)	<b>D</b>
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	



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ESPANOLA DIST OFFICE NEW MEXICO

Grade 10 Assessment, 2017–2018

Purpose: This report describes group				Per	Performance Levels	els				≥ Level 3	3	≥ Level 4	9 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	sno	Level 5 Exceeded Expectations		Approached, Met or Exceeded Expectations	_	Met or Exceeded Expectations	ceeded
			# .	# .	# %	#	8	# .		# .	şe	#	se .
English Language Learner													
No	185	721	50 27.0%	53 28.6%	6 43 23.2%	35	18.9%	4	2.2%	82	44.3%	39	21.1%
Yes	24	677	20 83.3%	2 8.3%	6 2 8,3%	0	0.0%	0	0,0%	2	8.3%	0	0.0%
Migrant													
No	209	716	70 33.5%	55 26.3%	6 45 21.5%	35	16.7%	4	1.9%	29	40.2%	39	18.7%
Yes	0	٥	0 0.0%	0 0.0%	6 0 0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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Grade 11 Assessment, 2017–2018

SPRING 2018

Purpose: This report describes group						Perf	Performance	- 1	Levels				≥ Level 3	<u>စ</u> ယ	≥ Levei 4	≶ I
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	el 1 et Meet	Level 2 Partially Met Expectations	12 Met	Lev Appro Expect	el 3 ached ations	Level 4 Met Expectations	el 4 et ations	Level 5 Exceeded Expectations	ded tions	Approached, Met or Exceeded Expectations	iched, cceeded	Met or Exceeded Expectations	25 X
			#	%	*	%	#	%	*	%	**	%	#	%	#	-
Cross-State	104,429	736	22,292	21.3%	17,267	16.5%	23,937	22.9%	32,069	30.7%	8,864	8.5%	64,870	62.1%	40,933	$\rightarrow$
State	21,502	743	3,021	14.0%	3,265	15.2%	5,230	24.3%	8,152	37.9%	1,834	8.5%	15,216	70,8%		-
District	186	744	21	11.3%	31	16.7%	<u>5</u>	27.4%	69	37,1%	14	7.5%	134	72.0%		$\rightarrow$
School																-
Gender																+
Female	103	751	7	6.8%	9	8.7%	<u>ع</u>	30.1%	46	44.7%	10	9.7%	87	84.5%	56	-
Male	83	735	14	16.9%	23	26.5%	20	24.1%	23	27.7%	4	4.8%	47	56.6%		-
Ethnicity/Race																-
Hispanic or Latino	169	743	20	11.8%	29	17.2%	46	27.2%	60	35.5%	14	8.3%	120	71.0%	74	-
American Indian or Alaska Native	9	750	0	0.0%	2	22.2%	_	11.1%	თ	66.7%	0	0.0%	7	77.8%		-
Asian	ယ	754	0	0.0%	0	0.0%	2	66.7%	_	33.3%	0	0.0%	ω	100.0%		
Black or African-American	0	0	٥	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-+
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		-
White	ڻ. ن	737	_	20.0%	0	0.0%	2	40.0%	2	40.0%	0	0.0%	4	80.0%		-
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		$\rightarrow$
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	-
Economic Disadvantage																1
No	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	٥	0.0%	0	$\rightarrow$
Yes	186	744	21	11.3%	31	16.7%	51	27.4%	9	37.1%	14	7.5%	134	72.0%	_	-
Students with Disabilities																-
IEP - Yes	12	696	OD.	66.7%		8.3%	ω	25.0%	0	0.0%	0	0.0%	ယ	25.0%	0	-
IEP - No	174	747	13	7.5%	30	17.2%	48	27.6%	69	39.7%	14	8.0%	131	75.3%	<u></u>	-
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	



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SPRING 2018

**ENGLISH LANGUAGE ARTS / LITERACY** Grade 11 Assessment, 2017–2018

Purpose: This report describes group				Pe	Performance Le	Levels		≥ Level 3	ω	≥ Level 4	4
scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		Met or Exceeded Expectations	eeded
			# %	# %	# %	# %	# %	#	%	*	%
English Language Learner											
No	155	749	11 7.1%	20 12.9%	% 47 30.3%	63 40.6%	14 9.0%	124	80,0%	77	49.7%
Yes	31	716	10 32.3%	11 35.5%	% 4 12.9%	6 19,4%	0 0.0%	70	32.3%	ത	19.4%
Migrant											
No	186	744	21 11.3%	31 16.7%	% 51 27.4%	69 37.1%	14 7.5%	132	72.0%	ස	44.6%
Yes	0	0	0.0%	0 0.0%	% 0 0.0%	%0.0	0 0.0%	0	0.0%	0	0.0%



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**SPRING 2018** 

MATHEMATICS Algebra I Assessment, 2017–2018

Purpose: This report describes group						Perf	Performance	ce Levels	<u>8</u>				≥ Level 3	<u>မ</u> ယ	≥ Lev	Level 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	et Meet	Level 2 Partially Met Expectations	I 2 / Met tions	Level 3 Approache	H 3 Iched Itions	Level 4  Met  Expectations	t tions	Level 5 Exceeded Expectations	l 5 ded tions	Approached, Met or Exceeded Expectations	ched, ceeded	Met or Exceeded Expectations	kceeded ations
			*	%	#	%	*	%	#	%	*	%	#	%	#:	%
Cross-State	223,497	741	30,526	13.7%	49,672	22.2%	55,939	25.0%	76,535	34.2%	10,825	4.8%	143.299	64.1%	87.360	39.1%
State	24,955	726	4,624	18.5%	7,990	32.0%	7,263	29.1%	4.847	19.4%	231	0.9%	12.341	49.5%		20.3%
District	227	716	46	20.3%	105	46.3%	2	28.2%	12	5.3%	0	0.0%	76	33.5%	12	5.3%
School															ì	
Gender																
Female	123	714	26	21.1%	65	52.8%	24	19.5%	œ	6.5%	0	0.0%	32	26.0%	00	6.5%
Male	104	718	20	19.2%	40	38.5%	40	38.5%	4	3.8%	0	0.0%	4	42.3%	4	3,8%
Ethnicity/Race																
Hispanic or Latino	195	716	40	20.5%	87	44.6%	57	29.2%	=	5.6%	٥	0.0%	68	34.9%	<u>-</u> :	5.6%
American Indian or Alaska Native	21	711	(J)	23.8%	12	57.1%	3	14.3%		4.8%	0	0.0%	4	19.0%	_	4.8%
Asian	2	727	0	0.0%	3	50.0%	_	50.0%	0	0.0%	٥	0.0%	_	50.0%	0	0.0%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawalian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	g	715	1	11.1%	O	55.6%	ယ	33.3%	0	0.0%	٥	0.0%	3	33.3%	0	0.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	٥	0.0%	0	0.0%	0	0.0%
Yes	227	716	46	20.3%	105	46.3%	2	28.2%	12	5.3%	٥	0.0%	76	33.5%	_	5.3%
Students with Disabilities																
IEP - Yes	22	687	16	72.7%	6	27.3%	0	0.0%	0	0.0%	0	0.0%	a	0.0%	0	0.0%
IEP - No	205	719	30	14.6%	99	48.3%	64	31.2%	12	5.9%	0	0.0%	76	37.1%	12	5.9%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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ESPANOLA DIST OFFICE NEW MEXICO

MATHEMATICS
Algebra I Assessment, 2017–2018

SPRING 2018

Purpose: This report describes group				Per	Performance Le	Levels		≥ Level 3	_	≥ Level 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		Met or Exceeded Expectations
			#	# %	# %	70 #	70 H	#:	,e	*
English Language Learner										
No	189	720	24 12.7%	% 91 48.1%	62 32.8%	12 6.3%	0 0.0%	74	39.2%	12 6.3%
Yes	38	695	22 57.9%	% 14 36.8%	2 5.3%	0 0.0%	0 0.0%	2	5.3%	0.0%
Migrant										
No	226	716	46 20.4%	% 104 46.0%	64 28.3%	12 5.3%	0 0.0%	76	33.6%	12 5.3%
Yes	_	717	0 0.0%	% 1 100.0%	0 0.0%	0 0.0%	0 0.0%	0	0.0%	0.0%



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ESPANOLA DIST OFFICE NEW MEXICO

Algebra II Assessment, 2017–2018

Purpose: This report describes group MATHEMATICS Performance Levels ≥ Level 3 ≥ Level 4 SPRING 2018

The second secon													1 1	-	1	4
scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	et Meet	Level 2 Partially Met Expectations	Met Hons	Level 3 Approachs Expectation	d 3 chad tions	Level 4  Met  Expectations	1 4 tions	Level 5 Exceeded Expectations	l 5 ded tions	Approached, Met or Exceeded Expectations	ched, ceeded tions	Met or Exceeded Expectations	(ceeded
			*	%	*	%	*	%	*	%	*	%	**	%	#	%
Cross-State	125,419	724	38,772	30.9%	29,913	23.9%	23,577	18.8%	28,948	23.1%	4,209	3.4%	56,734	45.2%	33,157	26.4%
State	20,175	715	6,926	34.3%	6,128	30.4%	4,120	20.4%	2,818	14.0%	183	0.9%	7,121	35,3%	3,001	14.9%
District	171	697	96	56.1%	55	32.2%	<del>1</del> 8	10,5%	2	1.2%	٥	0.0%	20	11.7%	2	1.2%
School																
Gender																
Female	95	697	50	52.6%	36	37.9%	9	9.5%	0	0.0%	٥	0.0%	و	9.5%	0	0.0%
Male	76	698	46	60.5%	19	25.0%	9	11.8%	N	2.6%	0	0.0%	<u> </u>	14.5%	2	2.6%
Ethnicity/Race								J								
Hispanic or Latino	151	696	88	58.3%	47	31.1%	15	9.9%	_	0.7%	0	0.0%	16	10.6%		0.7%
American Indian or Alaska Native	10	698	(J)	50.0%	Ch .	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	ω	735	_	33.3%	0	0.0%	_	33.3%	1	33,3%	٥	0.0%	2	66.7%	_	33,3%
Black or African-American	0	0	0	0.0%	0	0.0%	0	0.0%	o	0.0%	٥	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	7	711	2	28.6%	ယ	42.9%	2	28.6%	0	0.0%	0	0.0%	2	28.6%	0	0.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	171	697	96	56.1%	55	32.2%	18	10.5%	N	1.2%	٥	0.0%	20	11.7%	2	1.2%
Students with Disabilities																
IEP - Yes	12	677	12	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IEP - No	159	699	22	52.8%	55	34.6%	18	11.3%	2	1.3%	0	0.0%	20	12.6%	2	1.3%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



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ESPANOLA DIST OFFICE NEW MEXICO

SPRING 2018

MATHEMATICS Algebra II Assessment, 2017–2018

Purpose: This report describes group				Per	Performance Lev	Levels		≥ Level 3	ω	≥ Level 4	4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		Met or Exceeded Expectations	eded ons
			# %	# %	# %	# %	# %	*	%	#	%
English Language Learner											
No	143	699	73 51.0%	52 36.4%	6 16 11.2%	2 1.4%	0 0.0%	180	12.6%	2	1.4%
Yes	28	687	23 82.1%	3 10,7%	6 2 7.1%	0 0.0%	0 0.0%	2	7.1%	0	0.0%
Migrant											
No	171	697	96 56.1%	55 32,2%	6 18 10.5%	2 1.2%	0 0.0%	20	11.7%	2	1.2%
Yes	0	0	0 0.0%	0 0.0%	6 0 0.0%	0 0.0%	0 0.0%	0	0.0%	0	0.0%



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ESPANOLA DIST OFFICE NEW MEXICO

MATHEMATICS
Geometry Assessment, 2017–2018

SPRING 2018

Purpose: This report describes group						Perf	Performance	ce Levels	els				≥ Level 3	<u>စ</u> ယ	≥ Lev	Level 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	of 1 et Meet ations	Level 2 Partially Met Expectations	Met tions	Level 3 Approachs Expectatio	y 3 iched ations	Level 4 Met Expectations	1.4 tions	Level 5 Exceeded Expectations	ded tions	Approached, Met or Exceeded Expectations	ched, ceeded ations	Met or Exceeded Expectations	tions
			*	%	*	%	*	%	#	%	*	%	*	%	#	%
Cross-State	131,696	734	12,674	9.6%	42,989	32.6%	38,619	29.3%	31,279	23.8%	6,135	4.7%	76,033	57.7%	37,414	28.4%
State	22,474	726	2,613	11.6%	9,399	41.8%	6,762	30.1%	3,420	15.2%	280	1.2%	10.462	46.6%	3.700	16.5%
District	207	717	38	18,4%	105	50.7%	72	26.1%	6	4.8%	0	0.0%	ص 40	30.9%	10	4.8%
School																
Gender																
Female	93	717	16	17.2%	49	52.7%	24	25.8%	4	4.3%	0	0.0%	28	30.1%	4	4.3%
Male	114	716	22	19.3%	56	49.1%	30	26.3%	თ	5.3%	0	0.0%	36	31.6%	<b>6</b>	5.3%
Ethnicity/Race																
Hispanic or Latino	185	717	34	18.4%	94	50.8%	47	25.4%	10	5.4%	0	0.0%	57	30.8%	10	5.4%
American Indian or Alaska Native	10	713	2	20.0%	o	60.0%	2	20.0%	0	0.0%	0	0.0%	2	20.0%	0	0.0%
Asian	ω	718	_	33.3%	0	0.0%	2	66,7%	0	0.0%	0	0.0%	2	66.7%	0	0.0%
Black or African-American	2	727	٥	0.0%	_	50.0%	_	50.0%	o	0.0%	0	0.0%	_	50.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	7	712	_	14.3%	4	57.1%	2	28.6%	O	0.0%	0	0.0%	2	28.6%	0	0.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No	_	699	1	100.0%	٥	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	206	717	37	18.0%	105	51.0%	2	26.2%	10	4.9%	0	0.0%	64	31.1%	10	4.9%
Students with Disabilities																
IEP - Yes	23	702	9	39.1%	14	60.9%	0	0.0%	0	0.0%	0	0.0%	0	0,0%	0	0.0%
IEP - No	184	719	29	15.8%	91	49.5%	54	29.3%	10	5.4%	0	0.0%	2	34.8%	10	5.4%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE NEW MEXICO

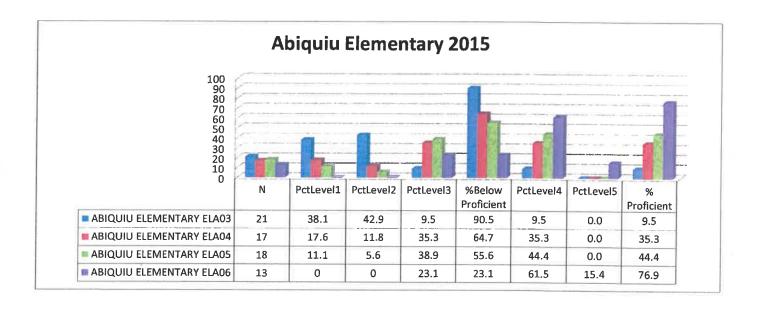
SPRING 2018

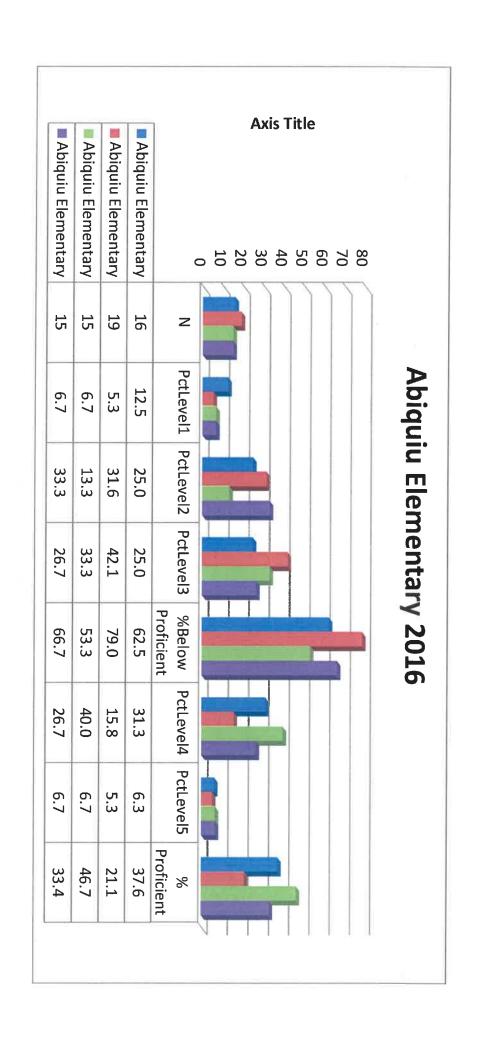
MATHEMATICS Geometry Assessment, 2017–2018

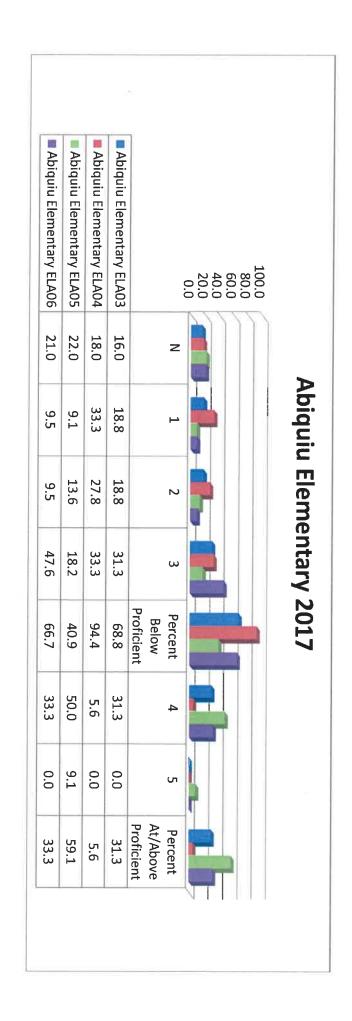
Purpose: This report describes group				Pe	Performance Lev	Levels		≥ Level 3		≥ Level 4
achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Approached, Met or Exceeded Expectations		Met or Exceeded Expectations
			# %	# %	# %	# %	# %	*	%	# %
English Language Learner										
No	182	719	27 14.8%	91 50.0%	)% 54 29.7%	10 5.5%	0 0.0%	29	35.2%	10 5.5%
Yes	25	703	11 44.0%	14 56.0%	0 0.0%	0 0.0%	6 0 0,0%	0	0.0%	0 0.0%
Migrant										
No	207	717	38 18.4%	105 50.7%	% 54 26.1%	10 4.8%	0 0.0%	64	30.9%	10 4.8%
Yes	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	6 0 0.0%	0	0.0%	0 0.0%

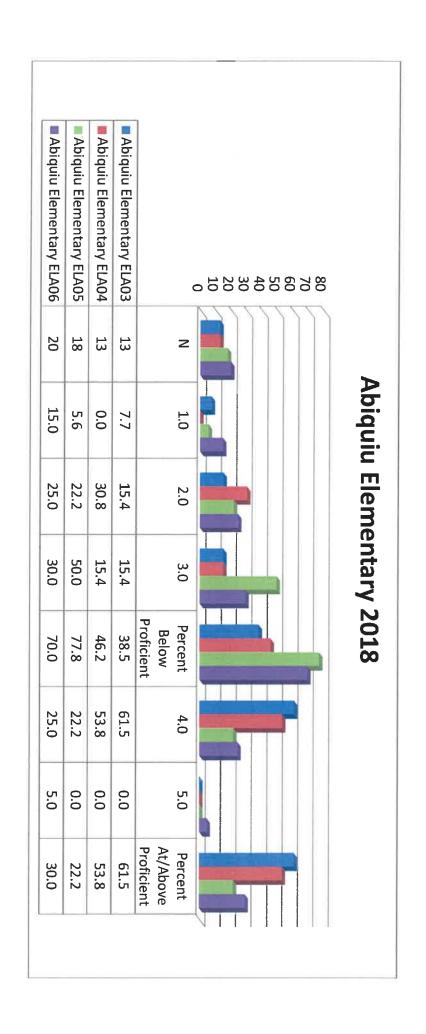
### STUDENT PERFORMANCE BY SCHOOL (ABIQUIU ELEMENTARY)

2015 Through 2018









#### Espanola F Schools

## Year: 2017-2018 Report: IDS602

## Discipline Summary by Ethnic Code Abiquiu Elementary

	•
08/14/2017	
7_	
05/25/2018	•

Description Academic Dishonesty (111)	Gender	Hispanic	Two or More		Black of	aucas	S <sub>AC</sub>	American Indianii Hawaiian C	Other	Total
Academic Dishonesty (111)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Alcohol Violation-Dealing	Female	0	0	0	0	0	0	0	0	0
(551)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	Ò	0	0
Alcohol Violation-Possession	Female	0	0	0	0	0	0	0	0	0
(55P)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Alcohol Violation-Use (55U)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Arson (44)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Assault/battery knife/cutting	Female	0	0	0	0	0	0	0	O commen	0
object (2)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Assault/battery other dang	Female	0	0	0	0	0	0	0	0	0
weapon (3)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Assault/battery with firearm (1)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Assault/battery, hands, feet,	Female	2	0	0	0	0	0	0 -	0	N,
isvilgiit	Male	2	0	0	0	0	0	0	0	N
	Total	4	0	0	0	0	0	0	0	4

#### Espanola F

#### Schools

#### Report: IDS602 Year: 2017-2018

## Discipline Summary by Ethnic Code Abiquiu Elementary

017 - 05/25/2018	08/14/20	
05/2	-	
	05/2	

						. frican P		Indiania	Na- lan C	~(
Description	Gender	Hispanic	TWO OF NO	-	Black or Caucasial	Cancas	To.	American Native Have	Other	Total
Assault/battery, simple (5)	Female	0	0	1	0	0	1	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Breaking/Entering/Larceny	Female	0	0	0	0	0	0	0	0	0,
(42)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Bullying (14)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Criminal Damage (41)	Female	0	0	0	0	0	0	0	0	0
	Male	_	0	0	0	0	0	0	0	_
	Total	_	0	0	0	0	0	0	0	_
Dishonesty (108)	Female	0	0	0	0	0	0	0	0	0
	Male	_	0	0	0	0	0	0	0	_
	Total	->	0	0	0	0	0	0	0	
Disorderly Conduct (13)	Female	0	0	0	0	0	0	0	0	0
	Male	14	0	0	0	2	0	0	0	6
	Total	14	0	0	0	Ν	0	0	0	16
Disrespectful (104)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Disruptive Conduct (105)	Female	27	0	0	0	0	0	0	0	27
	Male	200	0	0	0	7	<u></u>	0	0	208
	Total	227	0	0	0	7	_	0	0 2	235
Drug violation (54)	Female	0	0	0	0	0	0	0	0	0,
	Male	_	0	0	0	0	0	0	0	_
	Total	_	0	0	0	0	0	0	0	-

#### Espanola F

#### Schools

#### Report: IDS602 Year: 2017-2018

## Abiquiu Elementary Discipline Summary by Ethnic Code

200	
African Ame	08/14/2017 -
Indian I halian or	05/25/2018

Description   Gender	0	0	0	0	0	0	0	0	0	Total	
Gender	0	0	0	0	0	0	0	0	0	Male	
Gender Hashant Church More Cauros Marican Indian In	0	0	0	0	0	0	0	0	0	Female	Multiple Firearms (64)
Gender Hispanic Thur of More Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Gender	0	0	. 0	0	0	0	0	0	0	Male	
Gender	0	0	0	0	0	0	0	0	0	Female	Missing Property/Theft (43)
Gender Hispanic Two of Mode Female 0 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0 0  Female 1 0 0 0 0 0 0 0 0 0 0 0 0  Female 1 0 0 0 0 0 0 0 0 0 0 0 0 0  Female 1 0 0 0 0 0 0 0 0 0 0 0 0 0	-	0	0	0	0	0	0	0	-	Total	
Gender	_	0	0	0	0	0	0	0	_	Male	
Gender Hispanic Taylo of More Fermale 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Instigation (112)
Gender	7	0	0	0	0	0	0	0	7	Total	
Gender	4	0	0	0	0	0	0	0	4	Male	Displays, Images
Gender Hispanic Two of More Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	ယ	0	0	0	0	0	0	0	4-00-484	Female	Inappropriate Language,
Gender	0	0	0	0	0	0	0	0	0	Total	
Gender	0	0	0	0	0	0	0	0	0	Male	Allection (110)
Gender         Hispanic Two of More Remaile         Asian Black of African American Indian Plack of African American Indian Plack of African Indian Plack of African Indian	0	0	0	0	0	0	0	0	0	Female	Inappropriate Display of
Gender         Hispanic Two of More Remaile         Activity Resident Remainder         Activity Resident Remainder         Activity Remainder	0	0	0	0	0	0	0	0	0	Total	
Gender         Hispanic Two of More Remaile         Asian Black of African American Indian American Indian American Indian American Indian American Indian In	0	0	0	0	0	0	0	0	0	Male	
In Gender Hispanic Two of More Refrican India In	0	0	0	0	0	0	0	0	0	Female	Handgun possession (61)
In Gender Hispanic Two of More Raical	0	0	0	0	0	0	0	0	0	Total	
In Gender Hispanic Two of More Refrican India Hawaiian Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
Gender         Hispanic Two of More         Hopanic Permale         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O	0	0	0	0	0	0	0	0	0	Female	Graffiti (40)
Gender         Hispanic Two of More         Asian Black or African         Asian Black or Agrical American Indian Hawaiian           Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Total	
Gender         Liebanic Two of More         More         African         African         Indian         Hawaiian           Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Male	
Gender         Hispanic Two of More         More Asian Black of African Indian Mative Hawaiian           Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Female	Gang related activity (53)
Gender Hispanic Woor Asian Black or African India.  Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Gender Hispanic Two or More Black or African India Hawaiiai Gender Hispanic Other Black or African American India Hawaiiai Other	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic of More African African Indian Other	0	0	0		0	0	1	0	0	Female	Fighting (102)
	Total	Other	Native t	70	Caucas Caucas	Black C	2	TWO OK	Hispanir	Gender	Description

#### Espanola F

#### Schools

### Year: 2017-2018 Report: IDS602

## Abiquiu Elementary Discipline Summary by Ethnic Code

08/14/201	
7 -	
05/25/2018	•
00	

						African Ame		Indian Alar or	Najian C	ζ(
Description	Gender	Hispanic	TWO OF NEBA	2	Black of	Caucas	3	Native	Other	Total
Not in Uniform/Dress Code	Female	0	0	1	0	0	į	0	0	0
Violation (101	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Delinquent Acts (113)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Firearms Possession	Female	0	0	0	0	0	0	0	0	0
(63)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other vandalism (46)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-General/Threat or	Female	0	0	0	0	0	0	0	0	0
Intimidation (11	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Homicide (7)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Kidnapping	Female	0	0	0	0	0	0	0	0	0
(non-parental) (8)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Robbery using force (9)	Female	0	0	0	0	0	0	0	0	o,
	Male	0	0	0	0	0	0	0	0.	0
	Total	0	0	0	0	0	0	0	0	0
Other-Self injury (10)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

### Espanola F Schools

### Year: 2017-2018 Report: IDS602

## Abiquiu Elementary Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

		,	,		African Ame	African P		Ame: Indianiplian or walian or	Nalian C	7 (
Description	Gender	Hispanic	TWO OF PSIA	-	Black of	Caucasi	ેં	Nativer	Other	Total
Other-Sexual battery (6)	Female	0	0		0	0	1	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Weapons, Substance,	Female	0	0	0	0	0	0	0	0	0
Gang (5/)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Refusal to Cooperate with	Female	6	0	0	0	0	0	0	0	<b>o</b>
School Personn	Male	19	0	0	0	0	0	0	0	19
	Total	25	0	0	0	0	0	0	0	25
Regulated Use of Electronic	Female	0	0	0	0	0	0	0	0	0
Devices (109	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Rifle, shotgun possession (62)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Sexual Harassment (12)	Female	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	0	0	0	0	N
	Total	2	0	0	0	0	0	0	0	N
Tobacco Use (56)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Truancy (103)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total ·	0	0	0	0	0	0	0	0	0
Vandalism (45)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

#### Espanola F Schools

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Abiquiu Elementary

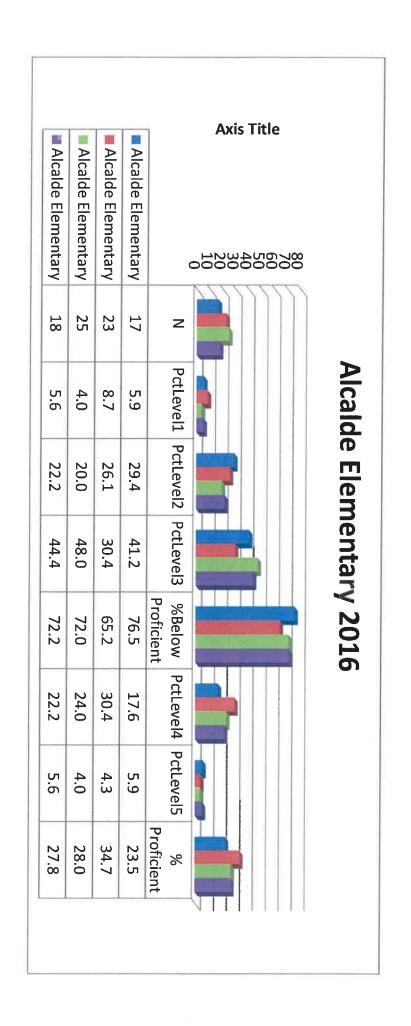
Description	Gender	Hishe	TWO	Histor Two Asian	Black Caller Amer.	Caulo	Ame!	Amer Native Other Total	Other	Total
Weapons Possession, Blade	Female	0	0	0	0	0	0	0	0	0
(51)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Weapons Possession, Other	Female	0	0	0	0	0	0	0	0	0
(22)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Total	Female	38	0	0	0	0	0	0	0	38
	Male	245	0	0	0	9	_	0	0	255
	Total	283	0	0	0	0	4	<b>&gt;</b>	>	203

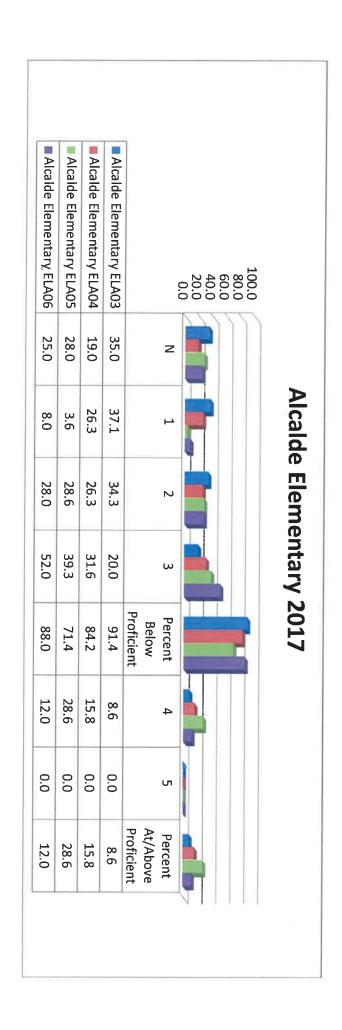
Report: IDS602 Year: 2017-2018

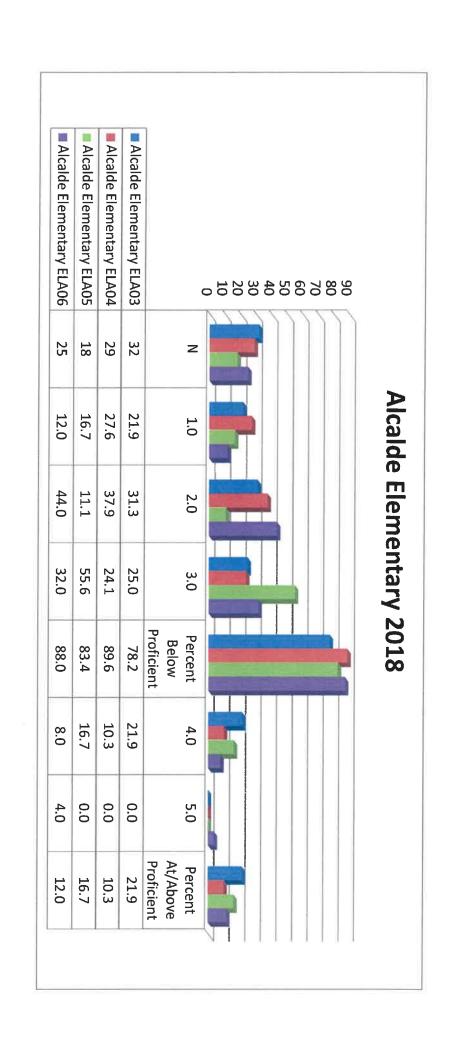
je 6 of 6

### STUDENT PERFORMANCE BY SCHOOL (ALCALDE ELEMENTARY)

2015 Through 2018









## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Alcalde Elementary School

Academic Dishonesty (111)  Alcohol Violation-Dealing (55D)  Alcohol Violation-Possession  Alcohol Violation-Possession  Alcohol Violation-Use (55U)  Alcohol Violation-Use (55U)  Female Total  Arson (44)  Arson (44)  Female Total  Assault/battery knife/cutting  Assault/battery knife/cutting  Alcohol Violation-Use (55U)  Female Total  Arson (44)  Arson (44)  Arson (44)  Arson (44)  Female Total  Total  Total	nale all all all all all all all all all			000 000 000 000		0 0 0 0 0 0 0 0 0 0 0	000000000000000000000000000000000000000			
iolation-Dealing	nale la			000 000 000 000 00	000 000 000 000	0 0 0 0 0 0 0 0 0	000000000000000		0000000000000000	
iolation-Dealing	al ale			000 000 000 000 0	000 000 000 000	0 0 0 0 0 0 0 0 0	000000000000000000000000000000000000000	000 000 000 000 0	000000000000000	
iolation-Dealing	nale lale			000 000 000 000	000 000 000 000	0 0 0 0 0 0 0 0	000000000000000000000000000000000000000	000000000000000000000000000000000000000	000000000000000000000000000000000000000	
iolation-Possession	nale lale		00000000000	0 0 0 0 0 0 0 0 0	000 000 000 000	0 0 0 0 0 0 0 0	000000000000		000 000 000 000	
iolation-Possession	nale la		00000000000	0000000000	000 000 000 0	0 0 0 0 0 0 0	00000000000	000000000000	000000000000	
5	hale	000 000 000	00000000	0 0 0 0 0 0 0 0	000 000 000	0 0 0 0 0 0 0 0	0000000000		000000000000	
iolation-Use (55U)	al ale	000 000 000	00000000	0 0 0 0 0 0 0	000 000 000	0 0 0 0 0 0	000000000	00000000	0000000000	
iolation-Use (55U)	ale lale	0000000	0000000	0 0 0 0 0 0 0	000 000 000	0 0 0 0 0 0 0	00000000	00000000	000000000	
iolation-Use (55U)	alle lale	000 000 000	0000000	0000000	000 000 000	0 0 0 0 0	0000000	0 0 0 0 0	0000000	
attery knife/cutting	ale lale	000 000 00	000000	000000	000 000 00	0 0 0 0 0	0000000	000 000	0000000	
attery knife/cutting	aale lale	000000	000000	000 000 0	000 000 0	00000	000000	000 000 0	000000	
attery knife/cutting	nale	000 000	0 0 0 0	000 000	0 0 0 0	0 0 0 0	0000	000 000	00000	2,00,000
attery knife/cutting	a a a a	000 00	0000	00000	0 0 0 0	0000	0000	000 00	0000	0000
attery knife/cutting	2 22 22	0000	0000	0000	0000	0	000	0000	0000	20000
attery knife/cutting	- ଓ ଲ	000	0 0 0	000	0 0 0	0 0 0	000	000	000	2100
	<b>E W</b>	00	0 0	0 0	0 0	0 0	0 0	0 0	0 0	21 0
Total		0	Ö	0	0	0	0	0	0	21
										ę
Assault/battery other dang Female	ıale	0	0	0	0	0	0	0	0	0
weapon (3) Male	W	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0
Assault/battery with firearm (1) Female	ıale	0	0	0	0	0	0	0	0	0
Male	V	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0
Assault/battery, hands, feet, Female	ale	0	0	0	0	0	0	0	0	0.
ilso ilgne Male	U	0	0	0	0	0	0	0	0	0
Total	_	0	0	0	0	0	0	0	0	0

Report: IDS602 Year: 2017-2018 Espanola F Schools

#### Report: IDS602 Year: 2017-2018

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Alcalde Elementary School

0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Drug violation (54)
-	0	0	0	0	0	0	0	_	Total	
	0	0	0	0	0	0	0	_	Male	
0	0	0	0	0	0	0	0	0	Female	Disruptive Conduct (105)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Disrespectful (104)
N	0	0	0	0	0	0	0	2	Total	
0	0	0	0	0	0	0	0	0	Male	
N	0	0	0	0	0	0	0	2	Female	Disorderly Conduct (13)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Dishonesty (108)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Criminal Damage (41)
ယ	0	0	0	0	0	0	0	ယ	Total	
0	0	0	0	0	0	0	0	0	Male	
ယ	0	0	0	0	0	0	0	3	Female	Bullying (14)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	(4Z)
0	0	0	0	0	0	0	0	0	Female	Breaking/Entering/Larceny
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	5'
0	0	0		0	0	0	0	0	Female	Assault/battery, simple (5)
Total	An Indian   Hawaiian or Wative Hawaiian or You	n Indian P	Ť.	Black of African Ame	Black o	2	two or More	Hispanic	Gender	Description
	:									



#### Report: IDS602 Year: 2017-2018

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Alcalde Elementary School

Description	Gooder	uispanic	anic Two or More	Note		alack of African Ame	sian meri	ian Indian I Mari	an Indian   Ale   Ale	or or
Fighting (102)	Female	0	0	0		0	0	0	0	0
	Male	6	0	0	0	0	0	0	0	6
	Total	6	Ó	0	0	0	0	0	0	6
Gang related activity (53)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	.0	0
	Total	0	0	0	0	0	0	0	0	0
Graffiti (40)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Handgun possession (61)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Inappropriate Display of	Female	0	0	0	0	0	0	0	0	0
Affection (110)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Inappropriate Language,	Female	0	0	0	0	0	0	0	0	ο,
Displays, Images	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	Ó	0	0	0	0	0	0
Instigation (112)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Missing Property/Theft (43)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Multiple Fireams (64)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

#### Report: IDS602 Year: 2017-2018

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Alcalde Elementary School

			ć	Note		of African A		an Indian Hawaiian or	Jawalian 1	9
Description	Gender	Hispal"	TWO OF Asias	Asian	Black	Canca	72	Native	Other	Total
Not in Uniform/Dress Code	Female	0	0	0	0	0		0	0	0
Violation (101	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Delinquent Acts (113)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Firearms Possession	Female	0	0	0	0	0	0	0	0	0
(63)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other vandalism (46)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-General/Threat or	Female	0	0	0	0	0	0	0	0	0
Intimidation (11	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Homicide (7)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Kidnapping	Female	0	0	0	0	0	0	0	0	0
(non-parental) (8)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Robbery using force (9)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Self injury (10)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0



#### Espanola Schools

## Year: 2017-2018 Report: IDS602

## Discipline Summary by Ethnic Code Alcalde Elementary School

08/14/20
17 - (
05/25,
/2018

Description         Gender         Hospital (No.)         Expand (No.)         Page	0	0	0	0	0	0	0	0	0	Total	
Atteny(6) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
Gender Habbanic And Moor Related Standard Research Resear	0	0	0	0	0	0	0	0	0	Female	Vandalism (45)
Sender   Haspanic (Na)   Sender   Sender   Haspanic (Na)   Sender   Sende	0	0	0	0	0	0	0	0	0	Total	
Sender   Historian Culture   Marie   Marie   Hashing   Hashing   Marie   Mar	0	0	0	0	0	0	0	0	0	Male	
Bey (6) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Truancy (103)
Bender Hispanic Wood Model  By (6) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	N	0	0	0	0	0	0	0	2	Total	
Bey (6)         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <t< td=""><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>Male</td><td></td></t<>	0	0	0	0	0	0	0	0	0	Male	
Gender         Hispanic Two of More Female         Quadrent Spack of American Marker Caucasian	2	0	0	0	0	0	0	0	2	Female	Tobacco Use (56)
Gender         Histoanic woo More Female         Quality of More Caucasian         Have Caucasian Plack of Anner Can Maine Hawer Caucasian           Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	-	0	0	0	0	0	0	0	_	Total	
Gender         Histoanic wood Monor         Remaile         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <t< td=""><td>_</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>_</td><td>Male</td><td></td></t<>	_	0	0	0	0	0	0	0	_	Male	
Gender         Hispanic Two of More Paisan         Black of Paisan         American Instant Paisan         Caucasian Paisan         American Instant Paisan         Charles Paisa	0	0	0	0	0	0	0	0	0	Female	Sexual Harassment (12)
Gender         Hispanic Two of More Resident         April Resident         Appril Resident	0	0	0	0	0	0	0	0	0	Total	
Gender         Hispanic Two of Male         Asian         Black of All Caucasian         Remainder Remainder         Hawe of All Caucasian         Remainder         Hawe of All Caucasian         H	0	0	0	0	0	0	0	0	0	Male	
Gender	0	0	0	0	0	0	0	0	0	Female	Rifle, shotgun possession (62)
Gender	0	0	0	0	0	0	0	0	0	Total	
Gender	0	0	0	0	0	0	0	0	0	Male	Devices (109
Gender	0	0	0	0	0	0	0	0	0	Female	Regulated Use of Electronic
Gender Hispanic Two of More Rejain Black of Fair Register Remarked Native Hawe of Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	-	0	0	0	0	0	0	0	_	Total	
Gender	_	0	0	0	0	0	0	0	_	Male	School Personn
On         Gender         Hispanic Two of More Information More Information Male         Hispanic Two of More Information Male	0	0	0	0	0	0	0	0	0	Female	Refusal to Cooperate with
On         Gender         Hispanic Two of More Information More Information More Information Make Inf	0	0	0	0	0	0	0	0	0	Total	
On         Gender         Hispanic Two of More In the Haward In the Hawar	0	0	0	0	0	0	0	0	0	Male	Gang (ar)
Gender Hispanic Two of Noor Asian Black of Anne Loan Native Hawer Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Other-Weapons, Substance,
Gender Hispanic Two of Noor Black of Anne Loan Hamer Hawer Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Gender Hispanic Two of Asian Black of Anne American New Other Female 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic Two of Asian Black of Ancasian Mative Hawer	0	0	0		0	0		0	0	Female	Other-Sexual battery (6)
	70	Other	Native	6	or bure	Black	7	TWOON	Hispani	Gender	Description



## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Alcalde Elementary School

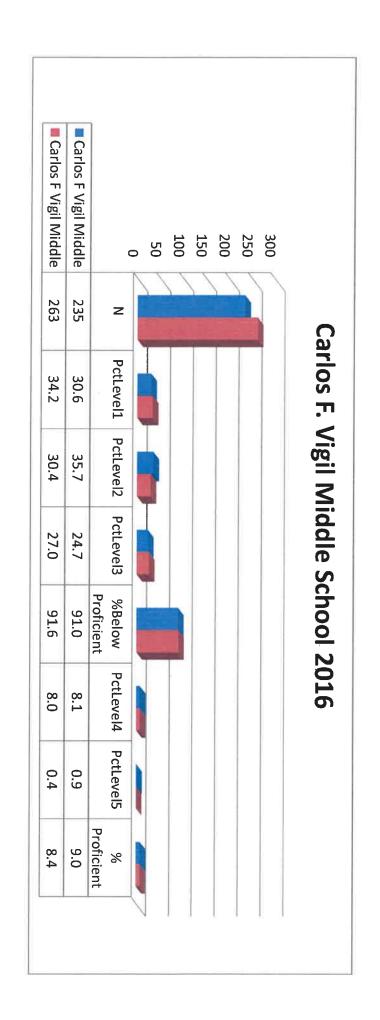
Description	Gender	Hispa Two Asial	TWO	Asia	Black Cauce Amen	Cance	Ameli	Native	Other Total	70
Weapons Possession, Blade	Female	0	0	0	0	0	0	0	0	0
(51)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Weapons Possession, Other	Female	0	0	0	0	0	0	0	0	0
(52)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Total	Female	7	0	0	0	0	0	0	0	7
	Male	9	0	0	0	0	0	0	0	ဖွ
	Total	6	0	0	0	0	0	0	0	16

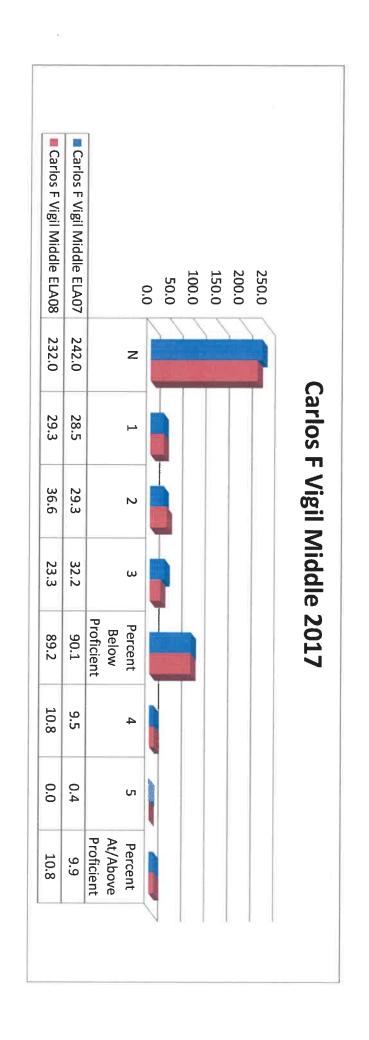
Report: IDS602 Year: 2017-2018

ge 6 of 6

### STUDENT PERFORMANCE BY SCHOOL (CARLOS F. VIGIL MIDDLE SCHOOL)

2015 Through 2018





#### Espanola i . Schools

## Carlos F. Vigil Middle School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

titon Gender West (141) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	)		nag	(f)	Note	<i>k</i>	or African	Sian Aric	can Indian	an Indian Alamalian or	9 (
Violation-Dealing Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Description	Gender	, Hist	140	750	Blac	Cau	Ame	Nam	Office	100
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Academic Dishonesty (111)	Female	0	0	0	0	0	0	0	0	0
Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Male	0	0	0	0	0	0	0	0	0
Wiolation-Dealing         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0		Total	0	0	0	0	0	0	0	0	0
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Alcohol Violation-Dealing	Female	0	0	0	0	0	0	0	0	0
Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	(551)	Male	0	0	0	0	0	0	0	0	0
Molation-Possession         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td></td> <td>Total</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>		Total	0	0	0	0	0	0	0	0	0
Male 2 0 0 0 0 0 0 0 0 0 0 0 0 0 1 1 Total 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Alcohol Violation-Possession	Female	0	0	0	0	0	0	0	0	0
Italion-Use (55U)   Female   2   0   0   0   0   0   0   0   0   0	(55P)	Male	2	0	0	0	0	0	0	0	Ŋ
All polition-Use (55U)         Female         2         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0<		Total	2	0	0	0	0	0	0	0	N
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 1 1 1 1 1 1	Alcohol Violation-Use (55U)	Female	2	0	0	0	0	0	0	0	2
A1) Female Male Directal Direc		Male	0	0	0	0	0	0	0	0	0
4) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Total	2	0	0	0	0	0	0	0	N
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Arson (44)	Female	0	0	0	0	0	0	0	0	0
Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Male	0	0	0	0	0	0	0	0	0
Dattery knife/cutting    Female   0   0   0   0   0   0   0     Male   0   0   0   0   0   0     Total   0   0   0   0   0   0     Dattery with firearm (1)   Female   0   0   0   0   0   0     Total   0   0   0   0   0   0     Total   0   0   0   0   0   0     Total   3   0   0   0     Total   3   0   0   0     Total   3   0   0   0   0     Total   3   0   0   0     Total   4   0   0     Total   6   0   0     Total   7   0   0     Total   7   0     Total   7   0     Total   7   0     Total   7   0     Total   8   0   0     Total   9   0     T		Total	0	0	0	0	0	0	0	0	0
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Assault/battery knife/cutting	Female	0	0	0	0	0	0	0	0	0
Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	object (2)	Male	0	0	0	0	0	0	0	0	0
pattery other dang       Female       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0        0       0       0       0       0       0       0       0 </td <td></td> <td>Total</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>		Total	0	0	0	0	0	0	0	0	0
(3) Male 0 0 0 0 0 0 0 0 0 pattery with firearm (1) Female 0 0 0 0 0 0 0 0 0 pattery, hands, feet, Female 0 0 0 0 0 0 0 0 0 pattery, hands feet, Male 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Assault/battery other dang	Female	0	0	0	0	0	0	0	0	0
Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	weapon (3)	Male	0	0	0	0	0 •	0	0	0	0
Dattery with firearm (1) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Total	0	Q.	0	0	0	0	0,	0	0
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Assault/battery with firearm (1)	Female	0	0	0	0	0	0	0	0	0
Total         0         0         0         0         0         0         0         0           pattery, hands, feet, Male         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0		Male	0	0	0	0	0	0	0	0	0
Attery, hands, feet, Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Total	0	0	0	0	0	0	0	0	0
Male 3 0 0 0 0 0 0 0 Total 3 0 0 0 0 0 0 0	Assault/battery, hands, feet,	Female	0	0	0	0	0	0	0	0	0
3 0 0 0 0 0 0	lisviignt	Male	ယ	0	0	0	0	0	0	0	ငှာ
		Total	ယ	0	0	0	0	0	0	0	ω

Year: 2017-2018 Report: IDS602

### Year: 2017-2018 Report: IDS602

## Carlos F. Vigil Middle School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

Description	Gender	Hispanic	TWO O	Two or More	Black or African Ame	, African	Ameri Ameri	American Indian   Alawaii	An Indian Alive Hawaiian or W	70101
Assault/battery, simple (5)	Female	4	0	0	0	0	4	0	0	00
	Male	_	0	0	0	0	<b>-</b>	0	0	2
	Total	σı	0	0	0	0	Ø1	0	0	10
Breaking/Entering/Larceny	Female	0	0	0	0	0	0	0	0	0
衣)	Male	_	0	0	0	0	0	0	0	_
	Total		0	0	0	0	0	0	0	_
Bullying (14)	Female	N	0	0	0	0	ω	0	0	cn
	Male	<u> </u>	0	0	0	0	0	0	0	_
	Total	w	0	0	0	0	ω	0	0	O
Criminal Damage (41)	Female	0	0	0	0	0	0	0	0	01
	Male	_	0	0	0	0	0	0	0	_
	Total	4	0	0	0	0	0	0	0	_
Dishonesty (108)	Female	51	0	0	0	0	0	0	0	5
	Male	4	0	0	0	0		0	0	cn
	Total	9	0	0	0	0	1	0	0	10
Disorderly Conduct (13)	Female	49	0	0	0	_	10	0	0	60
	Male	62	0	0	0	2	ω	0	0	67
	Total	111	0	0	0	ယ	13	0	0	127
Disrespectful (104)	Female	10	0	0	0	0	0	0	0	6
	Male	ω	0	0	0	_	0	0	0	4
	Total	ದ	0	0	0	_	0	0	0	14
Disruptive Conduct (105)	Female	36	0	0	0	0	1	0	0	47
	Male	63	0	0	0	ယ	7	0	0	73
	Total	99	0	0	0	ယ	18	0	0	120
Drug violation (54)	Female	7	0	0	0		_	0	0	9
	Male	_	0	0	0	0	0	0	0	_
	Total	8	0	0	0	_	<u>.</u> ,	0	0	10

## Carlos F. Vigil Middle School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

		<u>a</u>	ිස් ව.	c or More	y or African Ame	African	dan An	ian ican Indian IAia-	an Indian IAIN ailan or	ر ر
Description	Gender	Hispor	TWO	Asiall	Black	Cauce	Ameli	Native	Other	Total
Fighting (102)	Female	13	0	0	0	0	ယ	0	0	6
	Male	14	0	0	0	0	0	0	0	4
	Total	27	0	0	0	0	ယ	0	0	30
Gang related activity (53)	Female	_	0	0	0	0	_	0	0	N
	Male	0	0	0	0	0	0	0	0	0
	Total	_	0	0	0	0	۲	o	0	N
Graffiti (40)	Female	2	0	0	.0	0	0	0	0	2
	Male	_	0	0	0	0	0	0	0	_
	Total	ω	0	0	0	0	0	0	0	w
Handgun possession (61)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Inappropriate Display of	Female	0	0	0	0	0	0	0	0	0
Affection (110)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Inappropriate Language,	Female	2	0	0	0	0	0	0	0	2
∪isplays, images	Male	7	0	0	0	0	0	0	0	7
	Total	ဖ	0	0	0	0	0	Q,	0	9
Instigation (112)	Female	OI	0	0	0	0	<b>-</b>	0	0	6
	Male	0	0	0	0	0	2	0	0	2
	Total	Ch	0	0	0	0	ω	0	0	00
Missing Property/Theft (43)	Female		0	0	0	0	0	0	0	-
	Male	2	0	0	0	0	0	0	0	N
	Total	ယ	0	0	0	0	0	0	0	ω
Multiple Firearms (64)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

## Carlos F. Vigil Middle School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

Description	Gender	Hispanic	TWO OF MORE	7	Black of	Black of African Ame	Ťċ	hunerican Indian Native Other 10th	Other other	Total
Not in Uniform/Dress Code	Female	_	0		0	0		0	0	_;
Violation (101	Male	0	0	0	0	0	0	0	0	0
	Total	1	0	0	0	0	0	0	0	_
Other Delinquent Acts (113)	Female	2	0	0	0	0	0	0	0	2
	Male	ω	0	0	0	0	0	0	0	ω
	Total	O1	0	0	0	0	0	0	0	on
Other Firearms Possession	Female	0	0	0	0	0	0	0	0	0
(63)	Male	0	0	0	0	0	0	0.	0	0
	Total	0	0	0	0	0	0	0	0	0
Other vandalism (46)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-General/Threat or	Female	0	0	0	0	0	0	0	0	0
Intimidation (11	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Homicide (7)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Kidnapping	Female	0	0	0	0	0	0	0	0	0
(IIOII-parerital) (o)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0'	0	0	0
Other-Robbery using force (9)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Self injury (10)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

#### Espanola

#### . Schools

# Carlos F. Vigil Middle School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

Description	Gender	Hispanic	ic or More	2	Black or African Fr	Caucas Caucas	Americ Americ	american Indian Prawaii	Native Other Tot	Total
Other-Sexual battery (6)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Weapons, Substance,	Female	0	0	0	0	0	0	0	0	0
Gang (57)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Refusal to Cooperate with	Female	12	0	0	0	0	_	0	0	ವ
ochool Personn	Male	13	0	0	0	N	4	0	0	19
	Total	25	0	0	0	2	CI	0	0	32
Regulated Use of Electronic	Female	0	0	0	0	0	0	0	0	0
Devices (109	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Rifle, shotgun possession (62)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Sexual Harassment (12)	Female	0	0	0	0	0	0	0	0	0
	Male	_	0	0	0	_	0	0	0	N
	Total	_	0	0	0	-	0	0	0	N
Tobacco Use (56)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Truancy (103)	Female	24	o	0	0	0	4	0	0	28
	Male	œ	0	0	0	0	<u></u>	0	0	9
	Total	32	0	0	0	0	O1	0	0	37
Vandalism (45)	Female	0	0	0	0	0	0	0	0	0
	Male	_	0	0	0	0	_	0	0	N
	Total	_	0	0	0	0	1	0	0	2

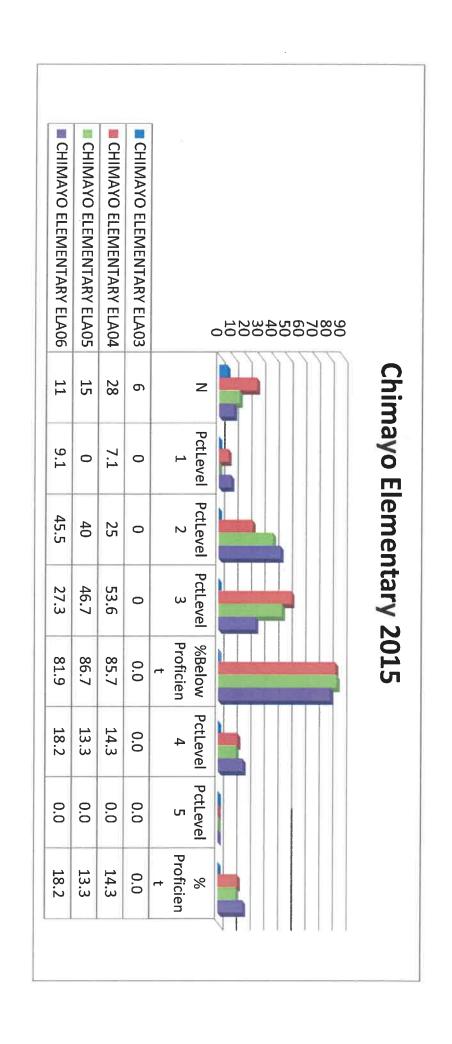
Year: 2017-2018 Report: IDS602

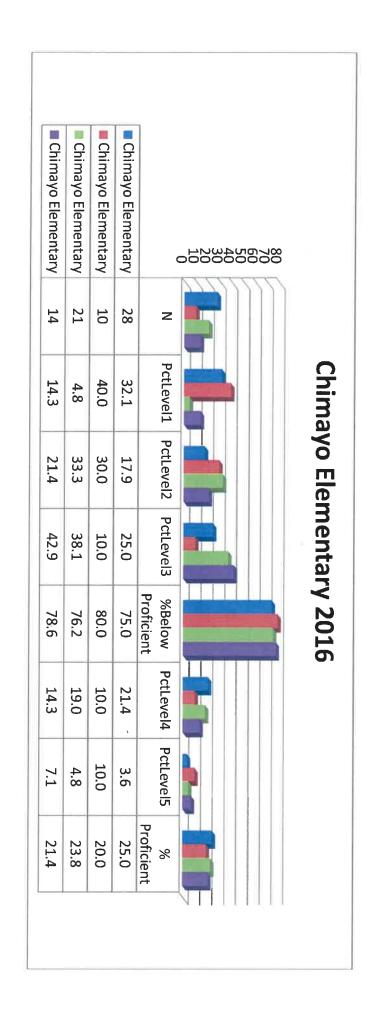
# Carlos F. Vigil Middle School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

Description	Gender	Hispan	HISPAT TWO OF ASIAN	Asian	Black	Cauca	n Black Caucas Amenu	Native	Je	Total
Weapons Possession, Blade	Female	0	0	0	0	0	0	0	0	0
(51)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Weapons Possession, Other	Female	0	0	0	0	0	0	0	0	0
(20)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Total	Female	178	0	0	0	2	39	0	0	219
	Male	192	0	0	0	ဖ	20	0	0	221
	Total	370	0	0	0	=	20.	>	0	440

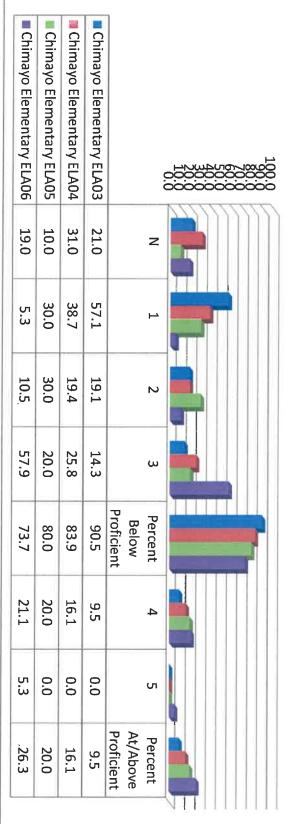
## STUDENT PERFORMANCE BY SCHOOL (CHIMAYO ELEMENTARY)

2015 Through 2018





# Chimayo Elementary 2017



# Chimayo Elementary School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	iisviigiit
0	0	0	0	0	0	0	0	0	Female	Assault/battery, hands, feet,
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Assault/battery with firearm (1)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	weapon (3)
0	0	0	0	0	0	0	0	0	Female	Assault/battery other dang
0	0	Ó	0	0	0	0	0	0	Total	
0	0	0	0	0	0	ò	0	0	Male	object (z)
0	0	0	0	0	0	0	0	0	Female	Assault/battery knife/cutting
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Arson (44)
0	0	0	0	0	0	0	0	0	Total ·	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Use (55U)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	(33F)
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Possession
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	(300)
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Dealing
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0		0	0	0	0	0	Female	Academic Dishonesty (111)
Total	Other	American India Hawaiie Tob	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	Black or Africa sian	Black o	2	Two or More	Hispanic	Gender	Description
<u>y</u> (	10- 101 C	sian P		i an K						

### Espanola F

### Schools

### Report: IDS602 Year: 2017-2018

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Chimayo Elementary School

Description Assault/battery, simple (5)	Gender Female Male	Hispanic	Two or More	Nore Asian	Black of African	Caucas 0	, Tic	an Indiana American Toke	Other O	o o total
	Total	0	0	0	0	0	0	0	0	0
Breaking/Entering/Larceny	Female	0	0	0	0	0	0	0	0	0
(42)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Bullying (14)	Female	0	0	0	0	0	0	0	0	O.
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Criminal Damage (41)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Dishonesty (108)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Disorderly Conduct (13)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Disrespectful (104)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Disruptive Conduct (105)	Female	ω	0	0	0	0	0	0	0	ω
	Male	4	0	0	0	0	ω	0	0	7
	Total	7	0	0	0	0	ယ	0	0	10
Drug violation (54)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

### Schools

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Chimayo Elementary School

Description   Gender   Capacida Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida   Capacida	0	0	0	0	0	0	0	0	0	Total	
Gender Hassbanic Tulo of Mode Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
Gender	0	0	0	0	0	0	0	0	0	Female	Multiple Fireams (64)
Gender	0	0	0	0	0	0	0	0	0	Total	
Gender Habbanic TANO of Mode Regards of Cautresian Indian Material Particular	0	0	0	0	0	0	0	0	0	Male	
Gender Hesternic Tulo of Mode Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Missing Property/Theft (43)
Gender   Hashanic Tulo of Mode   Fermale   0   0   0   0   0   0   0   0   0	0	0	0	0	0	0	0	0	0	Total	
Gender Hispanic Tulo of Mode Relack of Affrican Anno Native Heavilland of Male	0	0	0	0	0	0	0	0	0	Male	
Gender Haspanic Timo of Mode Patrican Parison Indian Indian Mark Permale 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Instigation (112)
Gender Hispanic Two of Mode Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	lotal	
Gender Hispanic Woot Mode Female 0 0 0 0 0 0 0 0 0 0 0 0 Male 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0 Male 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0 Male 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0 0 0  play of Female 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	Piopiayo, illiageo
Gender	0	0	0	0	0	0	0	0	0	Female	Inappropriate Language,
Gender   Hispanic   Hotel	0	0	0	0	0	0	0	0	0	Total	
Gender Hispanic Two of Mote Palack of African Annotan Indian Idae Idae Idae Idae Idae Idae Idae Idae	0	0	0	0	0	0	0	0	0	Male	Allection (110)
Gender Hispanic Two or More  Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Inappropriate Display of
Gender         Hispanic Two of More Male         Diack of African Amount of	0	0	0	0	0	0	0	0	0	Total	
Gender         Hispanic Two of More         Death of African African Indian Indi	0	0	0	0	0	0	0	0	0	Male	
In Gender Hispanic Work Asian Black of African Annual Indian Indi	0	0	0	0	0	0	0	0	0	Female	Handgun possession (61)
n Gender Hispanic Woot Mote  Emale 0 0 0 0 0 0 0 0 0 0 0  Male 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0 0  Male 0 0 0 0 0 0 0 0 0 0 0  Male 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
n Gender Hispanic Note Remaile 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic Two of Note  Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0,	0	0	0	0	0	0	0	0	Female	Graffiti (40)
Gender Hispanic Two of Note Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Gender Hispanic Two of More Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic Two of Note Black of African Annual Indian Indian Repaired Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Gang related activity (53)
Gender Hispanic Two or More Black or African Anne Native Hawaiian or Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Gender Hispanic Two of More Black of African Annel Wative Hawaiian of Agender Hispanic Office Palack of African Annel Wative Hawaiian of Agender Hispanic Office Palack of African Annel Mative Hawaiian of Agender Hispanic Office Palack of African Annel Mative Hawaiian of Agender Hispanic Office Palack of African Annel Mative Hawaiian of Agender Hispanic Office Palack of African Annel Mative Office Palack of African Annel Mative Office Palack of African Indian Mative Office Palack of African Indian Mative Office Palack of African Indian India	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic Two or More Black or African American Indian Phawaiian or Asian Black or African American Indian Phawaiian or	0	0	0	0	1	0	0	0	0	Female	Fighting (102)
	Total	Hawalian	can Indian	Americ	M African P	Black	7	TWOOL	Hispar	Gender	Description

Year: 2017-2018 Report: IDS602

### Schools

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Chimayo Elementary School

Code Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	>		•			3		)	)	1	
Gender Hospanic Two of Male Columbia Male Manuel Columbia Male Columbia Male Manuel Male Manuel Male Manuel Male Male Columbia Male Male Columbia Columbia Male Columbia Co	0	0	0	0	0	0	0	0	0	Male	
Scription Gender Female ation (1011 Female Total O O O O O O O O O O O O O O O O O O O	0	0	0	0	0	0	0	0	0	Female	Other-Self injury (10)
Scription   Gender   Cause	0	0	0	0	0	0	0	0	0	Total	
Scription   Gender   Passon	0	0	0	0	0	0	0	0	0	Male	
Scription         Gender         Association (101)         Quark of Papeal         Coal Coal Coal Coal Coal Coal Coal Coal	0	0	0	0	0	0	0	0	0	Female	Other-Robbery using force (9)
Scription   Gender   Alexandro Auto of Marian   Palach of Province   P	0	0	0	0	0	0	0	0	0	Total	
Scription   Gender   Hashan   Caulor   Family	0	0	0	0	0	0	0	0	0	Male	(non-parental) (8)
Scription   Gender   Historic TWO of Wall   Paid	0	0	0	0	0	0	0	0	0	Female	Other-Kidnapping
Scription         Gender         Hispanic Fund of Nation (101)         Remale         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Total	
Scription         Gender         Hispanic Fundor Fundo of Nation (101)         Remale         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Male	
Scription         Gender         Historian (No. of No. of No. of No. of No. of No. of Pattern (No. of No. of	0	0	0	0	0	0	0	0	0	Female	Other-Homicide (7)
Scription         Gender         Hispanic (No of No. psian) (No. psian) (Pasa)         Elacok of Pasa (Pasa)         Pasa (Pasa) (Pasa)         Pasa (P	0	0	0	0	0	0	0	0	0	Total	
scription         Gender         Hispanic (No of Notation)         Read (Notation)         Approximation (Notation)         Approx	0	0	0	0	0	0	0	0	0	Male	Intimidation (TT
scription         Gender         Hispanic (No of Maje)         Repair (No of Maje)         Hispanic (No of Maje)         Repair (No of Maje)         Caucasian (No of Maje)         Approximation (No of Maje)         Caucasian (No of Maje)         Approximation (No of Maje)         Caucasian (No of Maje)         Approximation (No of Maje) </td <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>Female</td> <td>Other-General/Threat or</td>	0	0	0	0	0	0	0	0	0	Female	Other-General/Threat or
scription         Gender         Hispanic Law of Nesian ation (101)         Each Caucasian panerican paner	0	0	0	0	0	0	0	0	0	Total	
scription         Gender         Hispanic (No) of Median (No) of Media	0	0	0	0	0	0	0	0	0	Male	
scription         Gender         Hispanic (No Or Neight) (No Or Neight)         Education (No Or Patrice)         Anneticent (No Or Neight)         Education (No Or Patrice)         Anneticent (No Or Patrice)<	0	0	0	0	0	0	0	0	0	Female	Other vandalism (46)
scription         Gender         Hispanic (No of Pasian) Palack of Faucasian (Auto (101)         Auto-panic (No of Pasian) Palack of Faucasian (Auto-panic (No of Pasian) Panic (No of Paucasian) Panic (No of Panic (No of Paucasian) Panic (No of Panic	0	0	0	0	0	0	0	0	0	Total	
scription         Gender         Hispanic Two of Median         Edian Edian Edian Edian Edian Edian Edian Edian (101)         Anner Hamel Edian Edian Edian Edian Edian (101)         Anner Hamel Edian Edian Edian Edian (101)         Total         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>Male</td> <td>(03)</td>	0	0	0	0	0	0	0	0	0	Male	(03)
Gender         Hispanic Two of Months         Paragraph         Caucasian Repeated Fragility	0	0	0	0	0	0	0	0	0	Female	Other Firearms Possession
Gender         Hispanic Two of Money         Paid Two of Properties	9	0	0	0	0	0	0	0	0	Total	
Gender         Hispanic Two of Months         Part of	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic Two of Marian Black of Fr. Caucasian Native Hamilton Officer Officer Native Hamilton	0	0	0	0	0	0	0	0	0	Female	Other Delinquent Acts (113)
Gender	0	0	0	0	0	0	0	0	0	Total	
Gender Hispanic Two of Moham Black of Fr. Caucasian Native Hamer Other Other Native Hamer Other	0	0	0	0	0	0	0	0	0	Male	violation (101
Gender Hispanic Two of Mic. Black of For American Native Have	0	0	0	- 1	0	0		0	0	Female	Not in Uniform/Dress Code
	70	Other	Native	Ť	Caucas	Black of	7	TWO ON A	Hispanic	Gender	Description

Report: IDS602 Year: 2017-2018

### Espanola F

### Schools

### Year: 2017-2018 Report: IDS602

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Chimayo Elementary School

0	0	0	O	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0:	0	0	0	0	0	0	0	0	Female	Vandalism (45)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Truancy (103)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Tobacco Use (56)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Sexual Harassment (12)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Rifle, shotgun possession (62)
0	0	Ó	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	Devices (109
0	0	0	0	0	0	0	0	0	Female	Regulated Use of Electronic
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	School Personn
0	0	ó	0	0	0	0	0	0	Female	Refusal to Cooperate with
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	sang (o/)
0	0	0	0	0	0	0	0	0	Female	Other-Weapons, Substance,
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Other-Sexual battery (6)
-										



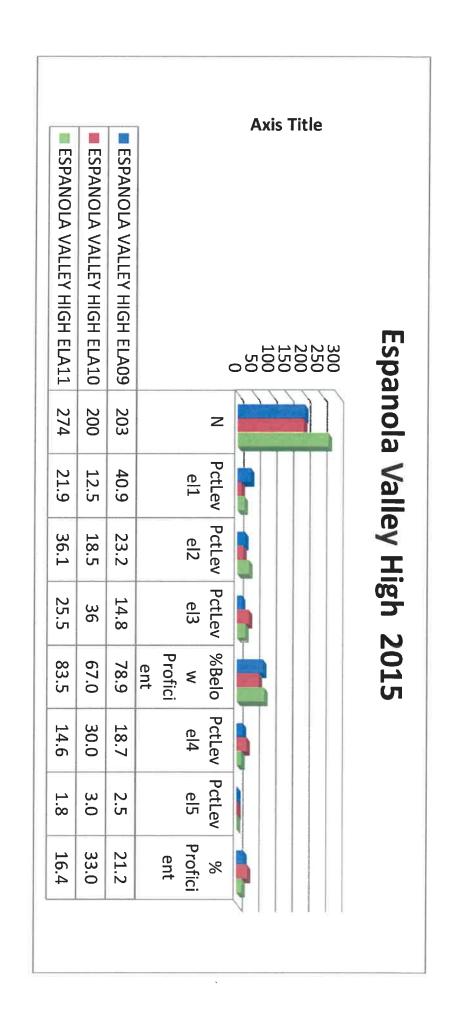
## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Chimayo Elementary School

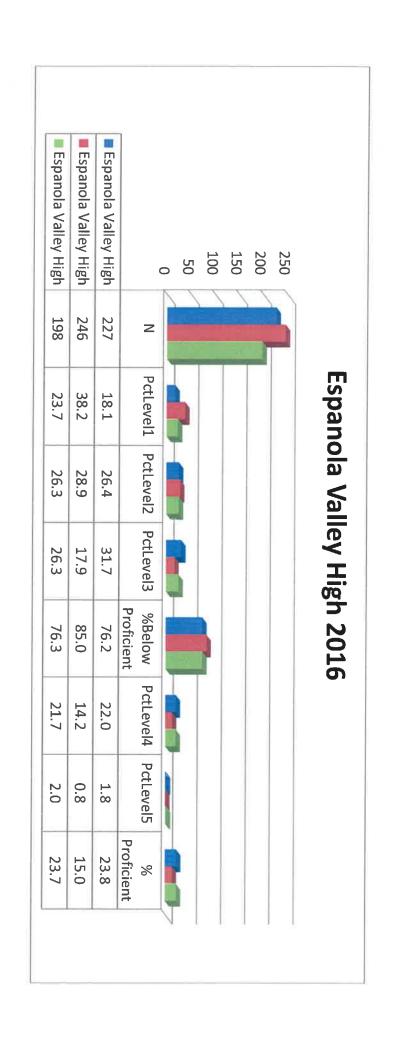
Description	Gender	Hispan	TWOO	Asian	Black	In Black Cauca America No	Americ	Native	Americ Native Other Total	
Weapons Possession, Blade	Female	0	0	0 0 0 0	0	0	0	0	0	
31)	Male	0	0	0	0	0	0	0	0	
	Total	0	0	0	0.	0	0	0	0	
Weapons Possession, Other	Female	0	0	0	0	0	0	0	0	
52)	Male	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	
Total	Female	ω	0	0	0	0	0	0	0	(4)
	Male	4	0	0	0	0	ω	0	0	-1
	1	1		,		,	3	,		

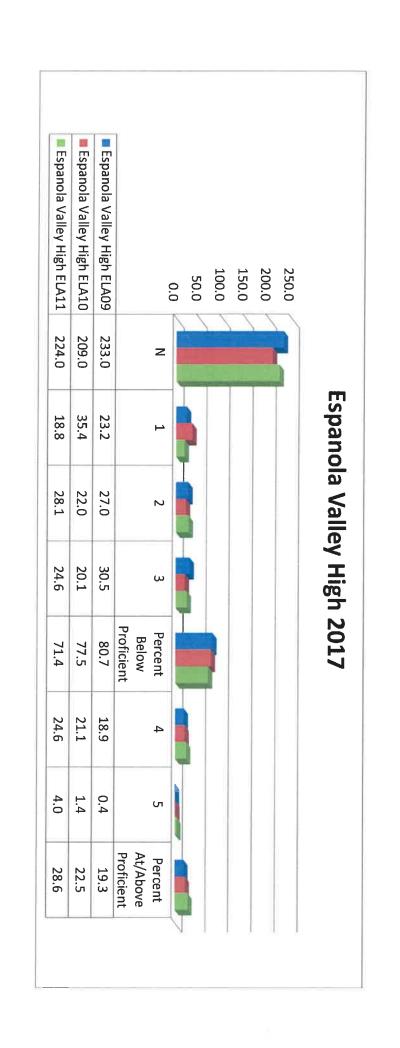
Year: 2017-2018 Report: IDS602

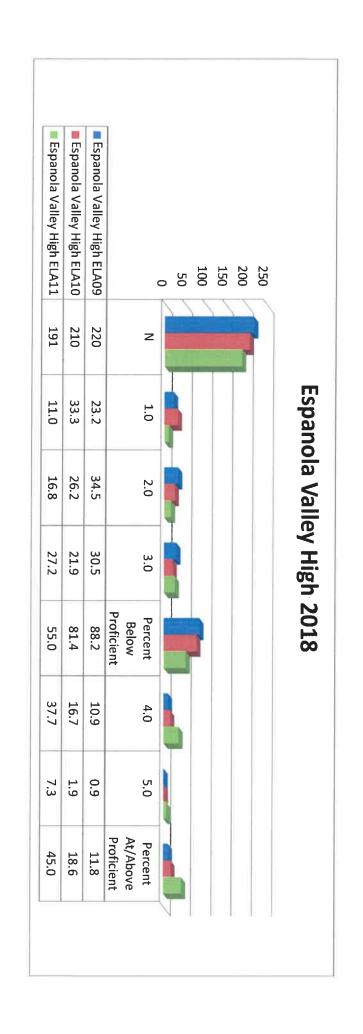
ie 6 of 6

## STUDENT PERFORMANCE BY SCHOOL (ESPANOLA VALLEY H.S.)









#### Schools

### Report: IDS602 Year: 2017-2018

# Espanola Valley High School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

Gender	Gender         Hispanic run of More male         Parish	16	0	0		0	0	0	0	15	Total	
titin Gender Hyspalic (141) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender         Hispanic Two of Mode         Autocomplementation of Calurasian American Industriana Industrian	=======================================	0	0	_	0	0	0	0	10	Male	IISVIIGIIL
injoition Gender Hassen (1900 of No. 10 of Columbia (1911) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender         Hispanic Ander Andre Male         Appear Andre	Úì :	0	0	0	0	0	0	0	5	Female	Assault/battery, hands, feet,
injotion Gender Ausconfo Aus Oct Marie District Calucara August Control Contr	Gender         Hispanic Ander Ande	0	0	0	0	0	0	0	0	0	Total	
injoition Gender Haster And Service Pasido of Pasido Pasido Calus Particular Particular Pasido Of Pasido Pasido Calus Particular Particular Pasido Pa	Gender Haspanic Valor Model Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
injtition Gender Harbert And Ox No. 10 Co. 1	Gender         Hispanitic Tuno of More Female         Quantity of Action Relation of Action Ac	0	0	0	0	0	0	0	0	0	Female	Assault/battery with firearm (1)
injtition Gender Husbanic Two of November Pasido Pasido Caluda Same Interview Polymer Information Dishonesty (111)    Fermale   0   0   0   0   0   0   0   0   0	Gender         Hispanic Two of More Remale         Holland Remain	N	0	0	0	0	0	0	0	2	Total	
ipition Gender (Napolation Pasan Black of Caucas Annie Maine (1111)  Female 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender         Hispanic Two of More Female         Altack of African Annual More Relation of Asian Black of Annual Annual More Relation of Asian Black of Annual Annual More Relation of Asian Black of Annual Annual Annual More Relation of Asian Black of Annual	N	0	0	0	0	0	0	0	2	Male	weapon (a)
injetion Gender Huspenic House Region Black of Coulder Anneal Rame Hamile Anneal Country (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender         Hispanic (Note) Asian         Black of Astroam Annual Mark (Calucasian Indian I	0	0	0	0	0	0	0	0	0	Female	Assault/battery other dang
inition Gender Haspanic Taxo of Marie Place Parison Resident Black of Four Parison Regident R	Gender         Hispanic voor More Female         Black of Adrican American Andread Adrican American Industriant Properties           Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <t< td=""><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>Total</td><td></td></t<>	0	0	0	0	0	0	0	0	0	Total	
initic Dishonesty (111)	Gender         Hispanic Tun of More Female         Edition More Pasian         Edition Pasian         African Anno Cautasian Indian	0	0	0	0	0	0	0	0	0	Male	object (z)
ription Gender Histoanic Two of Masian Black of Cauda Annext Malive Harminic Dishonestly (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender         Histoanic Two of More         Black of African Anneadan Anneadan Anneadan Indian India	0	0	0	0	0	0	0	0	0	Female	Assault/battery knife/cutting
ription Gender Historica (Mo of Mosen Elack of Francisco Informatical Mather Hammic Dishonesty (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender         Hispanic Two of More Remailer         Black of African Annual Arrest Agricultural Agricultur	0	0	0	0	0	0	0	0	0	Total	
ription         Gender         Hispanic Two of Machine Information Possession         Education Possession         Application Possession         Premale         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0<	Gender         Hispanic Two of More         Plack of African Annual Annua	0	0	0	0	0	0	0	0	0	Male	
ription Gender Hispanic (No Dishonesty (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender         Hispanic Two of More         Black of African Annualian of Caucasian         Indian	0	0	0	0	0	0	0	0	0	Female	Arson (44)
ription         Gender         Fusion of Nuo	Gender         Hispanic Two of More         Black of African Annualian of Caucasian         Indian	4	0	0	0	0	0	0	0	4	Total	
Injection         Gender         Female         Question of Palack of Palack of Calucas American Antier Harring Palack of Calucas American Antier Harring Palack of Calucas American Antier Palack Officers           Imic Dishonesty (111)         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0<	Gender         Hispanic Two of More         Black of African Annualian of Caucasian Indian Ind	2	0	0	0	0	0	0	0	2	Male	
ription Gender Hispanic ANO of No. 20 Caucas American Mather Harry Smic Dishonesty (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender         Hispanic Two of More Female         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         <	2	0	0	0	0	0	0	0	2	Female	Alcohol Violation-Use (55U)
ription         Gender         Finite Panic Two of No.         Asian Asian Black of Caucas American Anterican American Ameri	Gender         Hispanic Two of More Female         Black of African Annualian October         African Indian Indi	N	0	0	0	0	0	0	0	2	Total	
ription         Gender         Female         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O         O	Gender         Hispanic Two of More         Black of African Annualian of Caucasian         Indian	N	0	0	0	0	0	0	0	2	Male	(337)
ription Gender Hispanic TWO of Majar Black of Caucasian Mathe Harring Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender         Hispanic Two or More         April Two or More         April Two or More         April Two or African Indian I	0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Possession
ription Gender Hispanic TWO of No. 20 Caucas American Mather Harring Dishonesty (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender         Hispanic Two or More         April Two or April Two o	0	0	0	0	0	0	0	0	0	Total	
ription Gender Hispanic ANO Of No. 20 Caucas American Mathe Harrist Dishonesty (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender         Hispanic Two of More         More Asian         African Annualian of Asian         African Indian India	0	0	0	0	0	0	0	0	0	Male	(33D)
Gender         Hispanic Two of No.         Proper Property Pro	Gender         Hispanic Two of Note         Asian Black of African Annerican Indian Native Hawaiian Other           Female         0         0         0         0         0         0         0         0           Male         3         0         0         0         0         0         0         0         0           Total         3         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Dealing
Gender         Hispanic Two of No.         Asian Black of Foundation Principle         Annerican Mative Have Other           Female         0         0         0         0         0         0         0         0           Male         3         0         0         0         0         0         0         0         0         0	Gender Hispanic Two of More African Annual Indian Other Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	ω	0	0	0	0	0	0	0	ເນ	Total	
Gender Hispanic Two of No. Diack of Formale 0 0 0 0 0 0 0 0 0 0	Gender Hispanic Two of More Black of African American Indian Hawaiian o Asian Black of African American Indian Hawaiian o Other	ယ	0	0	0	0	0	0	0	ω	Male	
Gender Hispanic Two of Mic Black of For Annerican Waltive Have	Gender Hispanic Two of More Black or African American Indian Hawaiian o	0	0	0	0	0	0	0	0	0	Female	Academic Dishonesty (111)
	More African And	Total	Other	Native	76	Cauca	Black	Asian	TWO OF	Hispat	Gender	Description

#### Schools

## Espanola Valley High School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

Description   Gender   Premate   Canada   Premate   Canada   Canada   Premate   Canada   Canada   Premate   Premate   Premate	63	0	0	C)	0	0	0	0	58	Total	
Gender Hispanic Vallo of More Palan Calura Millian Indiana. Including Millian Calura Millian Including Millian Calura Millian	49	0	0	4	0	0	0	0	45	Male	
Gender Hispanic Vivo of More Palan College Mittan C	4	0	0	<u> </u>	0	0	0	0	13	Female	Drug violation (54)
Gender Hispanic Volt More Female 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	131	0	0	4	ے	0	٦	0	125	Total	
Gender Hispanic Valo of More Female 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	99	0	0	2	0	0	_	0	96	Male	
Gender Hispanic Valo of More Female 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	32	0	0	2	<b></b>	0	0	0	29	Female	Disruptive Conduct (105)
Gender         Happenic Two of Maries         Application Palack of African International Palack of Caucasian International Palack of Caucasian International Palack of Caucasian International Palack of Caucasian International I	37	0	0	_	_	_	0	0	34	Total	
Gender         Histoanic Tunoort Mode         Paidn Paidn Paid Columbian Francisco Indication Paidness Pai	29	0	0	0	_	_	0	0	27	Male	
Gender Histori Tuno of More Female 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	00	0	0	_	0	0	0	0	7	Female	Disrespectful (104)
Gender         Hispanic Tulo of More Female         Paid of Paid Caucas Indian I	45	0	0	2	0	0	0	0	43	Total	
Gender         Hispanic Two of More Two of More Permale         Black of Amore Apien         Amore Amore Differ         Amore Amore Amore Nature Hawalian of American Indian I	24	0	0	_	0	0	0	0	23	Male	
Gender Hispanic Two of More Female 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	21	01	0	_	0	0	0	0	20	Female	Disorderly Conduct (13)
Gender Hispanic TWO of More Research Remark of Caucasian Indian I	8	0	0	0	,0	0	0	0	9	Total	
Gender         Hispanic Two of More Penale         Total         Total         Total         14         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 </td <td>ω</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>ω</td> <td>Male</td> <td></td>	ω	0	0	0	0	0	0	0	ω	Male	
Gender         Hispanic Noor Maje         Apain         Black of Caucasian         African Francisco         Indian Indian           Female         2         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	တ	Female	Dishonesty (108)
Gender         Hispanic Two of More Female         Black of African Francisch Indian Hallan Female         Hispanic Two of Maier         Black of African Francisch Indian Female Female         Hispanic Two of Maier         American Indian Indian Female American Indian Indian Female American Indian Indi	-	0	0	0	0	0	0	0	_	Total	
Gender         Hispanic Two of More Female         Black of African Francisch Indian Halland Caucasian Indian Hawaiian Caucasian Indian Hawaiian Caucasian Indian Hawaiian Caucasian Indian Indi	_	0	0	0	0	0	0	0	_	Male	
Gender         Hispanic Two of More Female         Black of Caucasian Transformation Indian           Female         2         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Female	Criminal Damage (41)
Gender         Hispanic Two of More Female         Black of Caucasian Indian Ind	18	0	0	0	0	0	0	0	18	Total	
Gender         Hispanic Two of More Female         Black of Caucasian Transform Indiant American Indiant Indi	4	0	0	0	0	0	0	0	4	Male	
Gender         Hispanic Two of More Female         Black of Education From Indian India	4	0	0	0	0	0	0	0	14	Female	Bullying (14)
Gender         Hispanic Tun or More Female         Black or African Education From Indian Plack of African Indian Ind	0	0	0	0	0	0	0	0	0	Total	
Gender         Hispanic Two of More Female         Black of Caucasian Indian Indian All Caucasian Indian Ind	0	0	0	0	0	0	0	0	0	Male	(42)
Gender         Hispanic Total         Two or More Female         Black or African Indian Famalian Caluasian Indian Famalian Caluasian Indian	0	0	0	0	0	0	0	0	0	Female	Breaking/Entering/Larceny
Gender Hispanic Two or More Black or African Indian Hawaiian Caucasian Indian Hawaiian Other Female 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	ch	0	0	0	0	0	0	0	O	Total	
Gender Hispanic Two or More Black or African Indian Hawaiian Gender Hispanic Two or Asian Black or African Indian Hawaiian Other	ćυ	0	0	0	0	0	0	0	ω	Male	
Gender Hispanic Two of Asian Black of African in Matine Hawaiian of Asian Black of African in Matine Hawaiian Officer	2	0	0	0	0	0	0	0	2	Female	Assault/battery, simple (5)
	70	Hawalia	can Indian	asian Ameri	or Africar		y More	nic TWO O	Hispa	Gender	Description

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## Espanola Valley High School Discipline Summary by Ethnic Code

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Gender Hashand Valor Main Black of Marine Hashand Calubra Marine Hashand Remaile Hashand Remai	0	0	0	0	0	0	0	>	0	Total	
Gender	0	0	0	0	0	0	0	0	0	Male	
Gender         Hispanic (No of More Palack of Author)         Application Palack of Calusasian (No of Male Palack of Calusasian America)           Female         14         0         0         0         1         2           Male         10         0         0         0         0         0         0         0           Female         0         0         0         0         0         0         0         0         0           Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Female	Multiple Firearms (64)
Gender         Hispanic And On Pasion         Black of Calucasian         Tennal Pasion         Pasion Pasion         Black of Calucasian         Numerican Pasion         Numerican Pasion <td>_</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> <td>Total</td> <td></td>	_	0	0	0	0	0	0	0	3	Total	
Gender         Hispanic And Andrew         Female         14         0         0         0         1         2         0         0         0         1         2         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <th< td=""><td>_</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>_</td><td>Male</td><td></td></th<>	_	0	0	0	0	0	0	0	_	Male	
Gender Histopanic Chillon  Female 14 0 0 0 1 2 0 0 0 0 1 2 0 0 0 0 1 1 2 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Missing Property/Theft (43)
Gender Histopanic File of Paris Standard Paris Pari	3	0	0	_	0	0	0	0	12	Total	
Gender Historanic (No. of Moor) Female 14 0 0 0 1 2 0 0 0 Male 10 0 0 0 1 2 0 0 0 Total 24 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0 0  Female 0 0 0 0 0 0 0 0 0 0 0 0 0  Total 0 0 0 0 0 0 0 0 0 0 0 0  Splay of Female 1 0 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0  Total 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	00	0	0	0	0	0	0	0	8	Male	
Gender Hispanic Noot More Female 14 0 0 0 1 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Un	0	0	_	0	0	0	0	4	Female	Instigation (112)
Gender	30	0	0	_	0	0	0	0	29	Total	
Gender	25	0	0		0	0	0	0	24	Male	rispiays, images
Gender   Histoanic   Wood More   Palack of Anne   Caucasian   Malie   Hawe   Others	<b>O</b> 1	0	0	0	0	0	0	0	5	Female	Inappropriate Language,
Gender Hispanic Two or More Remained Part Re	N	0	0	0	0	0	0	0	2	Total	
Gender Hispanic Thorm Asian Black of Annier Lawrence Malle 14 0 0 0 1 2 0 0 0 0 1 1 2 0 0 1 1 1 2 0 1 1 1 2 1 1 1 1		0	0	0	0	0	0	0	_	Male	viection (110)
Gender         Hispanic Two of More Palack of Asian Palack of	_	0	0	0	0	0	0	0	_	Female	Inappropriate Display of
Gender         Hispanic Two of More Palack of Anne Item Region Palack	0	0	0	0	0	0	0.	0	0	Total	
Gender         Hispanic Two of More Remains         Black of American Female Ration Relative Female Remains         Have Caucasian Relative Female Relative Female Remains         Have Caucasian Remains         Remains         Addivise Hawe Control           Female         10         0         0         0         1         2         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0.	Male	
In Gender Hispanic Noor More Radok of Arrivasian Remarkan III. Haward Radok of Arrivasian Radok of Caucasian Amerikan III. Haward Radok of Caucasian Amerikan III. Haward Current Radok of Arrivasian Radok of	0	0	0	0	0	0	0	0	0	Female	Handgun possession (61)
In Gender Hispanic Noor More Rack of Air Salack of Air Sal	0	0	0	0	0	0	0	0	0	Total	
In Gender Hispanic Noor More Radok of Arrivasian Remarkan III. Haward Radok of Arrivasian Radok of Arrivas	0	0	0	0	0	0	0	0	0	Male	
Gender         Hispanic Two of Moor Paison         Plack of Paison         Caucasian         Replack of Paison         Plack of Caucasian         Replace Paison         Plack of Caucasian         Replace Paison         Plack of Caucasian	0	0	0	0	0	0	0	0	0	Female	Graffiti (40)
Gender         Hispanic Two of More Female         Paisin Paisin Plack of Caucasian Revitant Native Hawe Other           Female         14         0         0         0         1         2         0         0           Male         10         0         0         0         0         0         0         0         0           Total         24         0         0         0         0         0         0         0         0           Female         0         0         0         0         0         0         0         0         0           Male         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Total	
Gender         Hispanic Two of More Female         14         0         0         0         1         2         0         0         offer         Other Other           Female         10         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic Word Asian Black of Anne Item Heave Caucasian Caucasian Report Caucasian Re	0	0	0	0	0	0	0	0	0	Female	Gang related activity (53)
Gender Hispanic Two or More Black of Armerican live Hawe Other Female 14 0 0 0 1 2 0 0  Male 10 0 0 0 0 0 0 0 0	27	0	0	N	_	0	0	0	24	Total	
Gender Hispanic Wood Asian Black of All Caucasian We Hawe Other Female 14 0 0 0 1 2 0 0	10	0	0	0	0	0	0	0	10	Male	
Gender Hispanic of More Black of Arresiden Hispanic Other	17	0	0	1	1	0	***************************************	0	14	Female	Fighting (102)
	70 <sup>ti</sup>	Other	Native	ä	Cauca	Black	2	TWOOL	Hispan	Gender	escription

## Espanola Valley High School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

					,	African Ame		Indian latar or	Najian C	× (
Description	Gender	Hispanic	TWO OF MICHASIA	7	Black of	Caucasi	agi.	Native	Other	Total
Not in Uniform/Dress Code	Female	ယ	0	0	0	0		0	0	ယ
Violation (TUT	Male	0	0	0	0	0	0	0	0	0
	Total	ယ	0	0	0	0	0	0	0	ట
Other Delinquent Acts (113)	Female	0	0	0	0	0	0	0	0	0
	Male	4	0	0	0	0	0	0	0	4
	Total	4	0	0	0	0	0	0	0	4
Other Firearms Possession	Female	0	0	0	0	0	0	0	0	0
(63)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other vandalism (46)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0,	0	0	0	0	0	0	0	0
Other-General/Threat or	Female	-	0	0	0	0	0	0	0	_
Intimidation (11	Male	ω	0	0	0	0	0	0	0	ω
	Total	4	0	0	0	0	0	0	0	4
Other-Homicide (7)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Kidnapping	Female	0	0	0	0	0	0	0	0	0
non-parental) (8)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Robbery using force (9)	Female	0	0	0	0	0	0	0	0	0:
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Self injury (10)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

### Espanola F

#### Schools

# Espanola Valley High School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

_	0	0	0	0	0	0	0	_	Total	
_	0	0	0	0	0	0	0	_	Male	
0	0	0	0	0	0	0	0	0	Female	Vandalism (45)
261	0	0	8	10	0	0	0	233	Total	
144	0	0	9	ω	0	0	0	132	Male	
117	0	0	9	7	0	0	0	101	Female	Truancy (103)
20	0	0	<u></u>	_	0	0	0	≅.	Total	
8	0	0	0	_	0	0	0	17	Male	
N	0	0	_	0	0	0	0	1	Female	Tobacco Use (56)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0.	0	0	0	0	0	0	0	0	Female	Sexual Harassment (12)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Rifle, shotgun possession (62)
16	0	0	N	0	0	0	0	14	Total	
9	0	0	0	0	0	0	0	9	Male	Devices (109
7	0	0	2	0	0	0	0	O1	Female	Regulated Use of Electronic
147	0	0	7	Ċī	0	0	0	135	Total	
90	0	0	Οī	_	0	0	0	84	Male	ochool mersonn
57	0	0	2	4	0	0	0	51	Female	Refusal to Cooperate with
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	Gang (or)
0	0	0	0	0	0	0	0	0	Female	Other-Weapons, Substance,
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Other-Sexual battery (6)
Total	Other	American Wative Have	Americ	Black or Caucasian	Black o	9	(MO OT )	Hispanic	Gender	Description
0, (	la-lian (	IndianIA	, Amer	frican			_			

Year: 2017-2018 Report: IDS602

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Espanola Valley High School

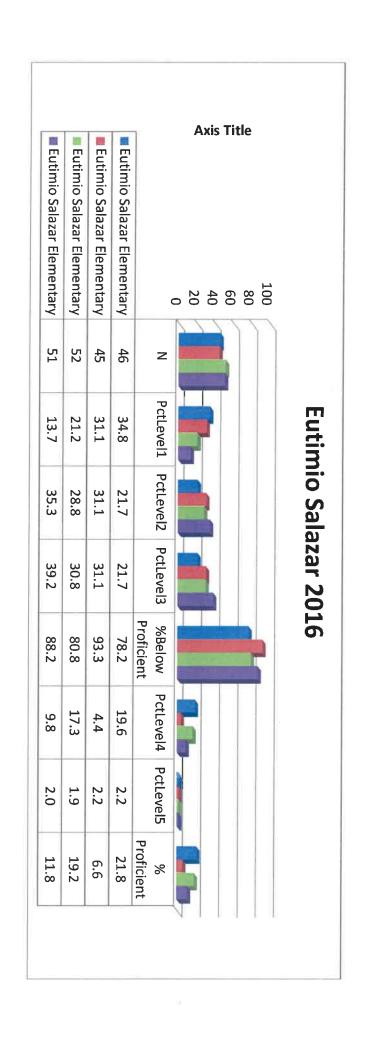
Description	Gender	Hispanii Two of hsian	TWOOM	Asian	Black	Cauc	n Black Caucas Amente Native Other Total	Native	Other	Total
Weapons Possession, Blade	Female	-	0	0	0	0	0	0	0	_
(51)	Male	10	0	0	0	0	0	0	0	10
	Total	11	0	0	0	0	0	0	0	11
Weapons Possession, Other	Female	0	0	0	0	0	0	0	0	0
(52)	Male	2	0	0	0	0	0	0	0	N
	Total	2	0	0	0	0	0	0	0	N
Total	Female	285	0	0	0	သံ	22	0	0	320
	Male	527	0	_	_	6	23	0	0	558
	Total	812	0	_	-	ò	45	>	0	070

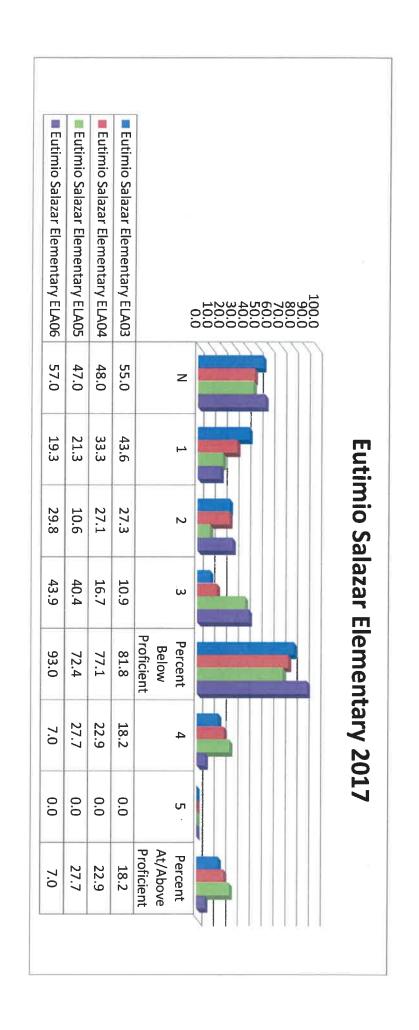
Espanola F Schools

## STUDENT PERFORMANCE BY SCHOOL (EUTIMIO SALAZAR/FAIRVIEW ELEM.)

2015 Through 2018

#### ■ EUTIMIO SALAZAR ELEMENTARY ELA06 ■ EUTIMIO SALAZAR ELEMENTARY ELAO5 ■ EUTIMIO SALAZAR ELEMENTARY ELA03 ■ EUTIMIO SALAZAR ELEMENTARY ELA04 **Eutimio Salazar 2015** 34 48 40 42 Z PctLevel | PctLevel | PctLevel 14.7 38.1 25 25 29.4 35.4 23.8 35 47.1 35.4 37.5 33.3 ω Proficie %Below 95.8 97.5 95.2 nt PctLevel ∞ ∞ 4.2 2.5 4.8 4 PctLevel 0.0 0.0 0.0 0.0 G Proficie 4.8 . 80 4.2 2.5 nt %







## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Eutimio T. Salazar Elementary

Gender	Hispani	C TWO ON	7	Black of	African P	meric	Mative t	Other	
Female Male	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	
Total	0	0	0	0	0	0	0	0	8
Female	0	0	0	0	0	0	0	0	
Male	0	0	0	0	0	0	0	0	
Total	0.	0	0	0	0	0	0	0	100
Female	0	0	0	0	0	0	0	0	
Male	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	8
Female	0	0	0	0	0	0	0	0	
Male	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	100
Female	0	0	0	0	0	0	0	0	
Male	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0,	0	100
Female	0	0	0	0	0	0	0	0	
Male	_	0	0	0	0	0	0	0	
Total	>	0	0	0	0	0	0	0	
Female	0	0	0	0	0	0	0	0	- 1
Male	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	
Female	0	0	0	0	0	0	0	0	
Male	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	8
Female	0	0	0	0	0	0	0	0	
Male	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	o	
	Gender Female Male Total		ler Hispanii	ler Hispanic Wood More of the control of the contro	ler Hispanic Wood More of the control of the contro	lear Historaniic Note Ashican Black of African ale 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	ler Histophic Two of More Pack of African From the Calutas American Fr	ler Histophic Two of More Pack of African From the Calutas American Fr	lear Histopanic Two or More Plack of African Indian

## **Discipline Summary by Ethnic Code** Eutimio T. Salazar Elementary

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Description	Gender	List	750							
Assault/battery, simple (5)	Female	0	0		0	***************************************		0 0 0 0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Breaking/Entering/Larceny	Female	0	0	0	0	0	0	0	0	0
(42)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Bullying (14)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Criminal Damage (41)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Dishonesty (108)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Disorderly Conduct (13)	Female		0	0	0	0	0	0	0	_ 1
	Male	19	0	0	5	ω	0	<u> </u>	0	28
	Total	20	0	0	OI	.ζ.	0		0	29
Disrespectful (104)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Disruptive Conduct (105)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Drug violation (54)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

## Eutimio T. Salazar Elementary Discipline Summary by Ethnic Code

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0	0	0	0	0	0	0	0	0	Male	
0	0	o	0	0	0	0	0	0	Female	Multiple Firearms (64)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Missing Property/Theft (43)
4	0	0	0	0	0	0	0	_	Total	
_	0	0	0	0	0	0	0	_	Male	
0	0	0	0	0	0	0	0	0	Female	Instigation (112)
00	0	0	_	4	0	0	0	O	Total	
00	0	0	( <del></del> )	4	0	0	0	6	Male	Displays, illiages
0	0	0	0	0	0	0	0	0	Female	Inappropriate Language,
N	0	0	0	_	0	0	0	-	Total	
N	0	0	0	->	0	0	0	_	Male	Allection (110)
0	0	0	0	0	0	0	0	0	Female	Inappropriate Display of
0	0	Ó	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Handgun possession (61)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Graffiti (40)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0.	0	0	0	0	0	0	0	0	Female	Gang related activity (53)
N	0	0	0	0	0	0	0	2	Total	
N	0	0	0	0	0	0	0	2	Male	
0	0	0	0	0	0	0	0	0	Female	Fighting (102)
Total	Native Haw	American Wative Have	Ameri	Black or Arreasian		, No.	nic Two or Mo	Hispanic	Gender	Description
	N IN	1000								

# Eutimio T. Salazar Elementary Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

		į.	.,		2	or African Ame	<u> </u>	ian an Indian Alawalian or w	lawalian (	ζ(
Description	Gender	Hispanic	TWO OF ASIA	7	Black of	Caucas	ď	Native	Other	Total
Not in Uniform/Dress Code	Female	0	0	0	0	0		0	0	0
Violation (101	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Delinquent Acts (113)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Firearms Possession	Female	0	0	0	0	0	0	0	0	0
(63)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other vandalism (46)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-General/Threat or	Female	0	0	0	0	0	0	0	0	0
Intimidation (11	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0.	0	0
Other-Homicide (7)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Kidnapping	Female	0	0	0	0	0	0	0	0	0
(non-parental) (8)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Robbery using force (9)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Self injury (10)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0



#### Schools

### Year: 2017-2018 Report: IDS602

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Eutimio T. Salazar Elementary

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Description	Gender	Hisk	TWO	1	Black	Cauc	ģ	Namy	Other	10ta
Other-Sexual battery (6)	Female	0	0	0	0	0		0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Weapons, Substance,	Female	0	0	0	0	0	0	0	0	0
Gang (57)	Male	0	0	0	0	0	0	0	0	o
	Total	0	0	0	0	0	0	0	0	0
Refusal to Cooperate with	Female	0	0	0	0	0	0	0	0	0
School Personn	Male	0	0	0	0	0	_	0	0	_
	Total	0	0	0	0	0	-1	0	0	-
Regulated Use of Electronic	Female	0	0	0	0	0	0	0	0	0
Devices (109	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Rifle, shotgun possession (62)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Sexual Harassment (12)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Tobacco Use (56)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Truancy (103)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Vandalism (45)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

## Discipline Summary by Ethnic Code Eutimio T. Salazar Elementary

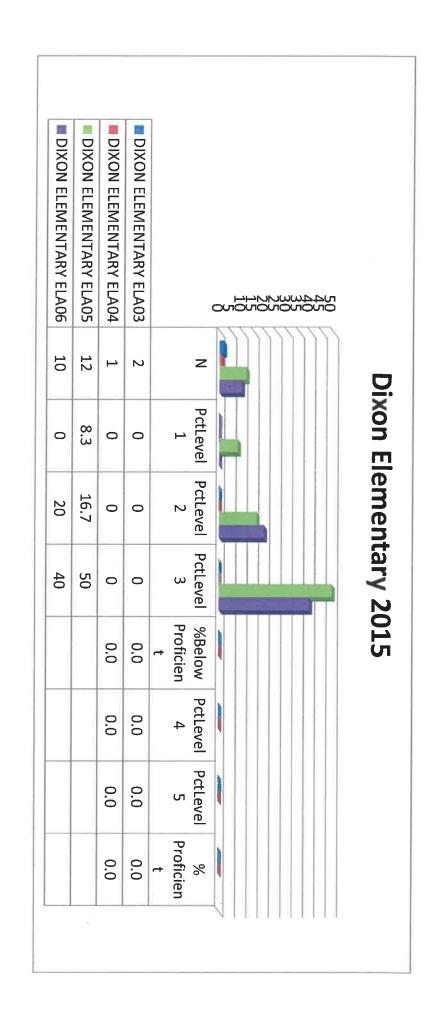
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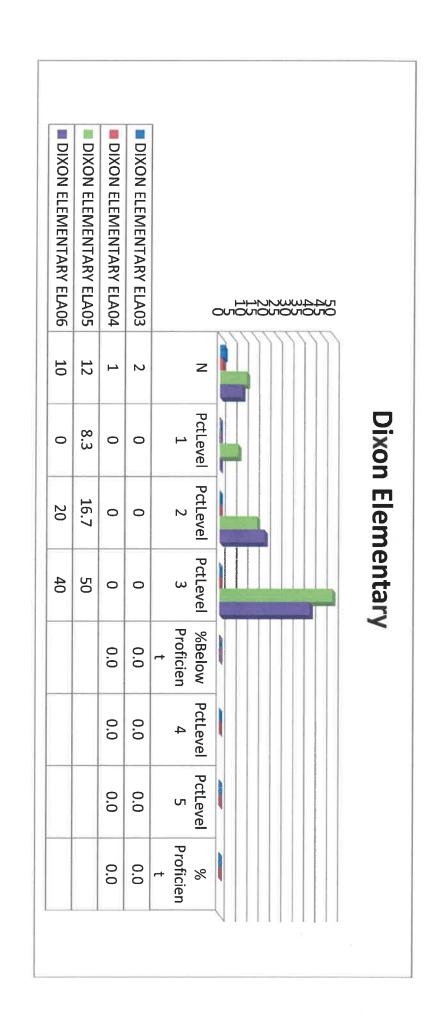
Description	Gender	Hispain Two or Asian	TWOO	Asian	Black	Black Cauca Amer	America	America Native Other Total	Other	
Weapons Possession, Blade	Female	0	0	0	0	0	0	0	0	
51)	Male	<u></u>	0	0	0	0	0	0	0	
	Total	_	0	0	0	0	0	0	0	200
na -eeropa gapaga										- 1
Weapons Possession, Other	Female	0	0	0	0	0	0	0	0	
32)	Male	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	
Total	Female	_	0	0	0	0	0	0	0	1
	Male	ယ္	0	0	5	رن ن	2	_	0	44
	Total	32	0	0	O1	Cī	2	_	0	4

Espanola 'Schools

## STUDENT PERFORMANCE BY SCHOOL (DIXON ELEMENTARY)

2015 Through 2018





# Dixon Elementary School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

Description   Gender   Assault battery with freament   Female   O   O   O   O   O   O   O   O   O	>			>	0	>	>	•	>	Total	
Gender   California   Califor	0	0	0	0	0	0	0	0	0	Male	IISVIIGNI
ription Gender (Notation-Dealing Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Assault/battery, hands, feet,
ription Gender CNISON ROOM RESIDENCE CONTROLLED FROM ROOM ROOM ROOM ROOM ROOM ROOM ROOM	0	0	0	0	0	0	0	0	0	Total	
ription Gender Viscos Pasion Registry (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
ription Gender PAISPAN (NOO) PAISAN BOOK CALVAS AND PAISON PAISON P	0	0	0	0	0	0	0	0	0	Female	Assault/battery with firearm (1)
riptition Gender Puspon Culture Post Coulder Purpon	0	0	0	0	0	0	0	0	0	Total	
ription Gender Property (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	weapon (3)
ription Gender Hispan (No Or Paish Black Cauta pure for Native Na	0	0	0	0	0	0	0	0	0	Female	Assault/battery other dang
injotion Gender Hispan Holor Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	Ó	0	0	Total	
ription Gender Hispan two of Paid Caluda American Mather Other Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	onject (z)
ription Gender Ais-Pall (No of Palar) Palary Cauca Part Patrol (Native Course Part Palary (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Assault/battery knife/cutting
ription Gender Vispall (No of Pasion Black Cautos Pamello Maille Otto of Otto	0	0	0	0	0	0	0	0	0	Total	
ription   Gender   Hispan   Two Of   Pasien   Byack   Caucea   Pune from   Native   Control	0	0	0	0	0	0	0	0	0	Male	
ription Gender Hispan (100 Pasion Black Cauca Anneric Nature) Other smic Dishonesty (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Arson (44)
ription         Gender         Hispan Two of Paid Pack of Caucas Paner Against Other Panic Dishonesty (111)         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	Ö	0	0	0	0	0	Total	
ription Gender Hispan Two Peian Black Cauca Anterico Native Contest antic Dishonesty (111)  Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
ription Gender Hispan Start Charles Particular Caucas Andrew Caucas Andrew Caucas Andrew Contest Conte	0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Use (55U)
ription Gender Hispan Start Charles Particular Caucas Annerica Native Christ Smic Dishonesty (111)  Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
ription Gender Hispan Stack Caucas America Native Contest (111) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	(337)
Gender	0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Possession
Gender	0	0	0	0	0	0	0	0	0	Total	
Gender	0	0	0	0	0	0	0	0	0	Male	(330)
Gender         Hispatility (WOO)         Paid         Black Or Caucas         American Native Cother           Female         0         0         0         0         0         0         0         0           Male         0         0         0         0         0         0         0         0         0         0           Total         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Dealing
Gender Hispatin Two Of Paid Black Caucas America Native to Other Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Gender Hispall Two of Psian Black Caucas America Native Other	0	0	0	0	0	0	0	0	0	Male	
Gender Hispan Two O Asian Black o Caucas America Native Chres	0	0	0	0	0	0		0	0	Female	Academic Dishonesty (111)
	700	Other	Native	Americ	Cauca	Black	7	(MO OL)	Hispani	Gender	Description

### Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Dixon Elementary School

Description   Gender   Capacita Capac	>			•	)	•	•		,	Total	
Gender	o	0	0	0	0	0	0	0	0	Male	
Cription         Gender         Happenno (No. No. No. No. No. No. No. No. No. No.	0	0	0	0	0	0	0	0	0	Female	Drug violation (54)
Cription         Gender         Publication (No Off Publish P	_	0	0	0	0	0	0	0	_	Total	
Cription         Gender         Publication (No Off Pacidal)         Color (Caluza Part Patron Pacidal)         Color (Caluza Part Patron P	_	0	0	0	0	0	0	0	_	Male	
Cription Gender Hispan (NO February Simple (5) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Disruptive Conduct (105)
Cription         Gender         History (NI) Off Paids         Existent (NI) Off Paids         Calues (NI) Anne (NI) Off Paids         Anne (NI) Off Paids         Calues (NI) Off Paids         Anne (NI) Off Paids	0	0	0	0	0	0	0	0	0	Total	
Cription         Gender         Austragan, Auto of Facility Programs         California         Autor of Facility Programs         California         Autor of Facility Programs         Autor of Facili	0	0	0	0	0	0	0	0	0	Male	
Cription         Gender         Auspannow (No Off Pasion)         Exist Pasion (Study Off Pasion)         Exist Pasion (Study Off Pasion)         Exist Pasion (Study Off Pasion)         Author (Study Off Pa	0	0	0	0	0	0	0	0	0	Female	Disrespectful (104)
Cription         Gender         History (NO of Paider)         Space (NO of Paider)         Space (NO of Paider)         Caute (No of Paider)         Application (No	N	0	0	0	0	0	0	0	2	Total	
Cription         Gender         Histor (NO of Paider)         Space (NO of Paider)         Caute Paider (Native Product Native	2	0	0	0	0	0	0	0	2	Male	
Cription         Gender         Chispanic (N) Of Pasian Pas	0	0	0	0	0	0	0	0	0	Female	Disorderly Conduct (13)
cription         Gender         Historian (wo of pasient plack of cauces particing pasient plack of cauces particing pasient pa	0	0	0	0	0	0	0	0	0	Total	
cription         Gender         Historian (wo of paid paid)         paid paid paid paid paid paid (paid paid paid paid paid paid paid paid	0	0	0	0	0	0	0	0	0	Male	
cription         Gender         Hispanic Two Of Female         glack Or Caucas American Mative Fronter         American Mative Fronter         Contest Contest Contest American Mative Fronter         Contest Conte	0	0	0	0	0	0	0	0	0	Female	Dishonesty (108)
Cription         Gender         Hispanic Two of Female         Paid of Two of Two of Female         Paid of Two of Two of Two of Female         Paid of Two of	0	0	0	0	0	0	0	0	0	Total	
Cription         Gender         Hispanic Two of Faish         Black of Caucas Famerican Rative Tourier           ault/battery, simple (5)         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>Male</td> <td></td>	0	0	0	0	0	0	0	0	0	Male	
cription         Gender         Hispanic Two of Faish         Black of Caucas American Relative Touter           ault/battery, simple (5)         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>Female</td> <td>Criminal Damage (41)</td>	0	0	0	0	0	0	0	0	0	Female	Criminal Damage (41)
cription         Gender         Hispanic Two of Faish         Black of Caucas American Rative Touter           ault/battery, simple (5)         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Total	
Cription         Gender         Hispanic Two of Paids         Paid Paids         Caucas Paneticar Rative To the Paids           Auli/battery, simple (5)         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Male	
cription         Gender         Hispanic Two of Paids         Paids         Paids         Caucas Paneticar Rative To the Paids           ault/battery, simple (5)         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Female	Bullying (14)
cription         Gender         Hispanic Two of Paids         Paids         Paids         Caucas Paneticar Patriet         Patriet         Other Other           ault/battery, simple (5)         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         <	0	0	0	0	0	0	0	0	0	Total	
cription         Gender         Hispanic Two of Paids         Pa	0	0	0	0	0	0	0	0	0	Male	(42)
Gender         Hispanic Two of The plack of Caucas Infliction         Particle         Agive Total           Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Female	Breaking/Entering/Larceny
Gender Hispani Two of Majack Or Caucas American Native Tother Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Gender Hispanic Two of Masian Black of Caucas American Native re-	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic Two of Asian Black of Caucas American Native To	0	0	0	0	0	0	0	0	0	Female	Assault/battery, simple (5)
- AVA:	tota	Other	Native	Americ	Cauca	Black	-5	TWOOM	Hispar	Gender	Description

### Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Dixon Elementary School

Fernale		THE PERSON NAMED IN		>	>				,	Tatal	
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Multiple Firearms (64)
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Missing Property/Theft (43)
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	.0	0	0	0	Total	
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0.	Female	Instigation (112)
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	Ó	0	0	Total	
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	Displays, images
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Inappropriate Language,
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0.	Total	
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	Allection (110)
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Inappropriate Display of
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
D2)  Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Handgun possession (61)
D2)  Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0.	0	0	Total	
D2)  Female  O  O  O  O  O  O  O  O  O  O  O  O  O	0	0	0	0	0	0	0	0	0	Male	
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Graffiti (40)
Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Female         0         0         0         0         0         0         0         0           Total         0         0         0         0         0         0         0         0         0         0           Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Male	
Female	0	0	0	0	0	0	0	0	0	Female	Gang related activity (53)
Genuer         Fremale         0         0         0         0         0         0         0           Male         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	0	0	0	0	0	0	0	0	0	Total	
Female 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
Gender to be the De Co bar No. On	0	0	0	0	0	0	0	0	0	Female	Fighting (102)
Control Lispanic of Morthagor Caucasian in Hame	Total	Other	Native	Ť	Cauca	Black	7	TWOO	Hispanic	Gender	Description

## Printed by 'ew Johnny Trujillo at 07/17/2018 3:08 PM

# Dixon Elementary School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

Description   Gender   Principle   Princ	0	0	0	0	0	0	0	0	0	Total	
Contribition   Conder   Calcada Antoe   Calc	0	0	0	0	0	0	0	0	0	Male	
Scription Gender (1900 Note) Passion Spack of Astrocan Part (1901 Note) Passion (1901	0	0	0	0	0	0	0	0	0	Female	Other-Self injury (10)
Scription   Gender   Wester   Wood   Waster   Wester	0	0	0	0	0	0	0	0	0	Total	
Scription   Gender   Wester   Wood   Mode   Wester   Wood   Wester   Wood   Wester   Wood   Wester   Wood   Wester   Wester   Wood   Wester   Wes	0	0	0	0	0	0	0	0	0	Male	
Scription   Gender   Cauco Muore   Cauco M	0	0	0	0	0	0	0	0	0	Female	Other-Robbery using force (9)
Scription   Gender   Paparito	0	0	0	0	0	0	0	0	0	Total	
Scription         Gender         Hispanic (Nu) of Mode atton (101)         Amount (Nu) of Mode atton (Nu) of Mode atton (101)         Amount (Nu) of Mode atton (	0	0	0	0	0	0	0	0	0	Male	(non-parental) (8)
Scription         Gender         Hispanic Auto of Mode atton (101)         Automode Auto	0	0	0	0	0	0	0	0	0	Female	Other-Kidnapping
Scription         Gender         Vision of Mode ation (101)         Raticon (101)         Author of Mode ation (101)         Autho	0	0	0	0	0	0	0	0	0	Total	
Scription         Gender         Hispanic And Pasidan         And Pasidan         Patrican And Pasidan         Annotation And Pasidan         Annotation A	0	0	0	0	0	0	0	0	0	Male	
Scription         Gender         Hispanic Andre A	0	0	0	0	0	0	0	0	0	Female	Other-Homicide (7)
Scription         Gender         Histopanic value of harden         Plack of Actican place o	0	0	0	0	0	0	0	0	0	Total	
Scription         Gender         Hispanic Annotation (Auto of Note ation (101)         Auto of Note ation (101)         Auto of Note Auto of Note ation (101)         Auto of Note Auto of Note ation (101)	0	0	0	0	0	0	0	0	0	Male	mumation (11
Scription         Gender         Hispanic Two of Note         Note Caucasian Partician Partician Partician Indian	0	0	0	0	0	0	0	0	0	Female	Other-General/Threat or
Scription         Gender         Hispanic Two of More ation (101)         More Appair Two of More ation (101)         Appair Two of More ation (101)         Appair Two of More Appair Two of More ation (101)         Appair Two of More Appair Two ation (101)         Appair Two of More Appair Two ation (101)         Appair Two of More Appair Two of More Appair Two of Male         Appair Two of More Two of More Two of More Two of Male         Appair Two of More Two of More Two of More Two of Male         Appair Two of More Two of Two of More	0	0	0	0	0	0	0	0	0	Total	
Scription         Gender         Hispanic ation (101)         More ation (101)         Agrican paner (2010)	0	0	0	0	0	0	0	0	0	Male	
Scription         Gender         Hispanic Two of More ation (101)         African Indian Indian Indian Indian Indian Two of More Asian (2016)         African Indian In	0	0	0	0	0	0	0	0	0	Female	Other vandalism (46)
Scription         Gender         Hispanic Two of More ation (101)         African Indian Indian Indian (101)         African Indian Indian (101)         Indian (101)         African Indian Indian (101)         Indian (101)         O O O O O O O O O O O O O O O O O O O	0	0	0	0	0	0	0	0	0	Total	
Scription         Gender         Hispanic Two of More ation (101)         African Indian Indian Indian (101)         African Indian Indian (101)         African Indian Indian (101)         African Indian (101)         Indian (101)         O 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	(03)
Gender         Hispanic Two of More         Page of Two of T	0	0	0	0	0	0	0	0	0	Female	Other Firearms Possession
Gender         Hispanic Two of More         African Plack of African Indian Indi	0	0	0	0	0	0	0	0	0	Total	
Gender         Hispanic Two of More         Hispanic Two of More         Hispan Black of African Indian In	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic Woor More Plack of African Indian Indian Indian Of Agrical Plack of African Indian I	0	0	0	0	0	0	0	0	0	Female	Other Delinquent Acts (113)
Gender Hispanic Nore Black of African American Indian Mative Hawaiian of Agrees Code Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
MDress Code Female 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	VIOIGILOIT ( 10 I
Gender Hispanic or More Black or African American Indian Place of African Indian	0	0	0	0	0	0		0	0	Female	Not in Uniform/Dress Code
Arican Ame	Total	Other	Native H	Americ	Caucas	Black o	2	(MO OK N	Hispanic	Gender	Description
	× (	lia-	Indiania	, the	, frican P						

#### Espanola F Schools

# Dixon Elementary School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

Astery (6) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Anticry (6)  Fernale  Gender  Harbonic TWO of Moor  Fernale  Gender  Harbonic TWO of Moor  Fernale  Gender  Harbonic TWO of Moor  Total  Gender  Harbonic TWO of Moor  Total  Gender  Harbonic Two of Moor  Total  Gender  Harbonic Two Gender  Harbon		0	0	0	0	0	0	0	0	Male	
Gender		0	0	0	0	0	0	0	0	Female	Vandalism (45)
Gender	0	0	0	0	0	0	0	0	0	Total	
Gender	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic (NNO of Moor Related Parison R	0	0	0	0	0	0	0	0	0	Female	Truancy (103)
Gender Hispanic Two of More Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		0	0	0	0	0	0	0	0	Total	
Gender Hispanic Two of More Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		0	0	0	0	0	0	0	0	Male	
Gender Historic Two of More Fermale 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Tobacco Use (56)
Gender	0	0	0	0	0	0	0	0	0	Total	
Gender		0	0	0	0	0	0	0	0	Male	
Gender         Hispanic Two of More Remain         Plack of Animal Caucasian Plack of Animal Remains Plack of Animal Remains Plack of Caucasian Plack of Caucasian Remains Plack of Rema	0	0	0	0	0	0	0	0	0	Female	Sexual Harassment (12)
Gender         Hispanic Two of Maje         Asian         Black of American Maje         Hame Hawe           Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td>9</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>Total</td> <td></td>	9	0	0	0	0	0	0	0	0	Total	
Gender         Hispanic Two of Moor Resident         Earth Resident         Black of Anne Resident         Author Caucasian Resident         Author Resident         Author Caucasian Resident         Author Resident         Author Caucasian Resident         Author Haward Resident         Author Caucasian Resident         Author Cauc	0	0	0	0	0	0	0	0	0	Male	
Battery (6)   Female   Qui of Not   Paid	0	0	0	0	0	0	0	0	0	Female	Rifle, shotgun possession (62)
Battery (6)   Female   Quantic Two of More   Palack of Annier Learn	0	0	0	0	0	0	0	0	0	Total	
Battery (6)   Female   O   O   O   O   O   O   O   O   O		0	0	0	0	0	0	0	0	Male	Devices (109
Gender Hispanic Two of More Raisen Black of Anii Raisen Caucasian Raisen Raisen Caucasian Raisen Raisen Caucasian Raisen Rai		0	0	0	0	0	0	0	0	Female	Regulated Use of Electronic
Gender   Hispanic Two of More   Have   Hawe   Haw	0	0	0	0	0	0	0	0	0	Total	
Gender	0	0	0	0	0	0	0	0	0	Male	ocilooi mersoniii
on Gender Hispanic Two of More Plack of Anne	0	0	0	0	0	0	0	0	0	Female	Refusal to Cooperate with
on Gender Hispanic Two of More Plack of Anne Region Caucasian Region	0	0	0	0	0	0	0	0	0	Total	
on Gender Hispanic Two of More Plack of Anne Leave American III. Hawe of More Plack of Anne Plack of		0	0	0	0	0	0	0	0	Male	cang (or)
Gender         Hispanic Two of Note In Plack of All Caucasian         Law of Note In Plack of All Caucasian In Plack of All Plack of		0	0	0	0	0	0	0	0	Female	Other-Weapons, Substance,
Gender Hispanic Two of Noor Black of Anne Iron Hawar Gender Hispanic Pasian Black of Anne Iron Native Hawar Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	-	0	0	0	0	0	0	0	0	Total	
Gender Hispanic Two of Noor Black of Anne American In Hawe.  Female 0 0 0 0 0 0 0 0 0 0		0	0	0	0	0	0	0	0	Male	
Gender Hispanic Two of Asian Black of Anic American III. Have		0	0	0	0	0	0	0	0	Female	Other-Sexual battery (6)
		Other	Native'	sian Americ	or Mill		r More Asian	two or	Hispar	Gender	Description

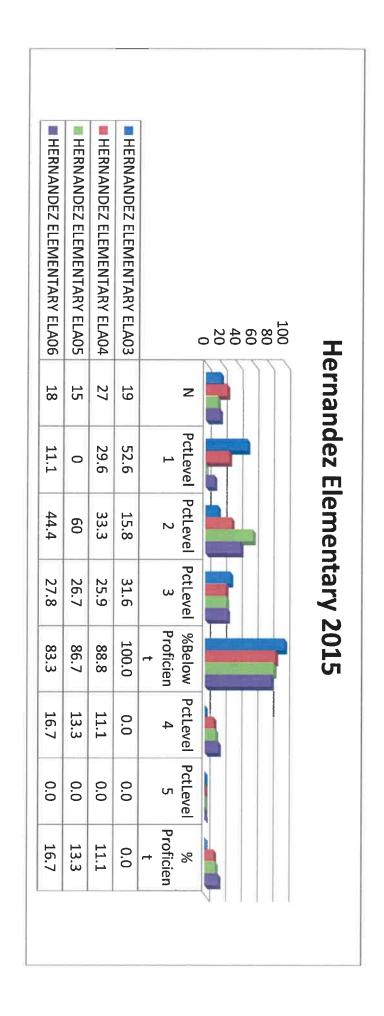
#### Espanola F Schools

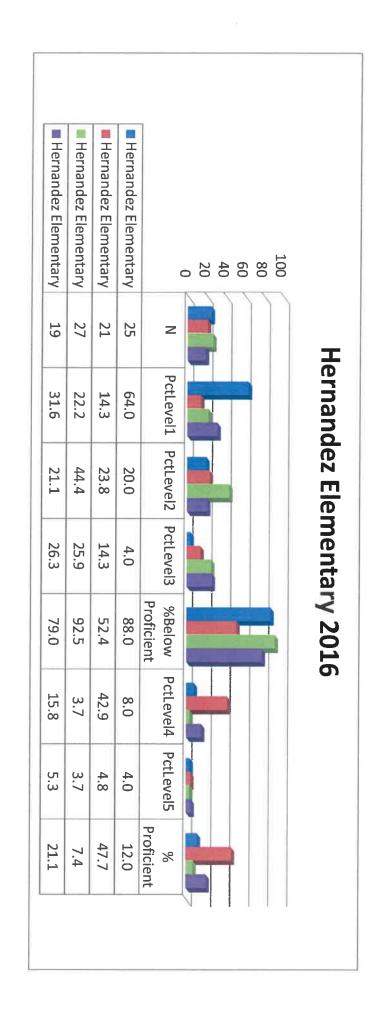
### **Discipline Summary by Ethnic Code** 08/14/2017 - 05/25/2018 Dixon Elementary School

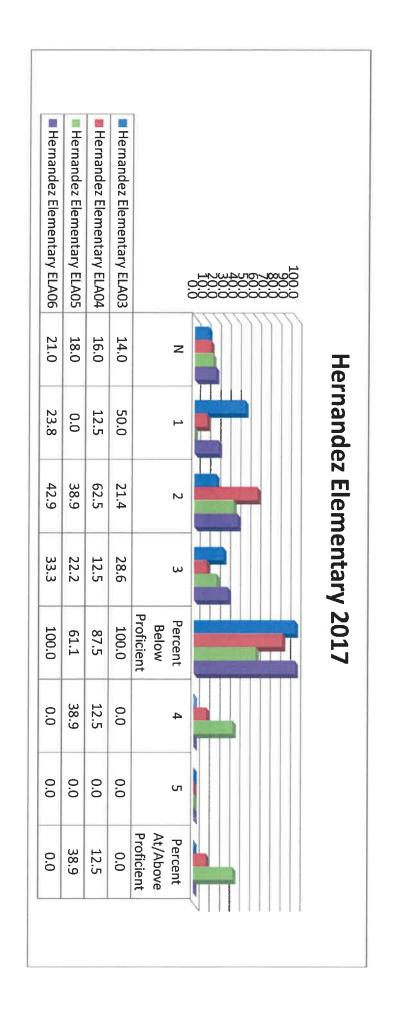
Description	Gender	Hispai	TWO	Hispar Two Distart	Black Cauca Americ N	Cauca	Americ	Native	ca Americ Native Other Total	Total
Weapons Possession, Blade	Female	0	0	0	0	0	0	0	0	0
(51)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Weapons Possession, Other	Female	0	0	0	0	0	0	0	0	0
(32)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Total	Female	0	0	0	0	0	0	0	0	0
	Male	ယ	0	0	0	0	0	0	0	ω
	Total	د	>	>	,	•	>	>		3

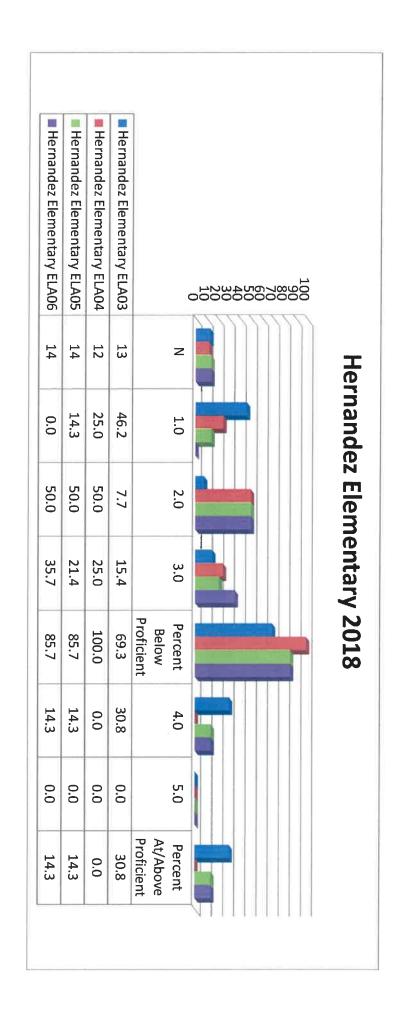
### STUDENT PERFORMANCE BY SCHOOL (HERNANDEZ ELEMENTARY)

2015 Through 2018









#### Schools

#### Report: IDS602 Year: 2017-2018

### Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Hernandez Elementary School

Description   Gender   Hardon   Hardo			<b>5</b> .	6		:	African P	á	n Indiania	awalian o	
ic Dishonesty (111)	Description	Gender	Hispan	TWO	- 7	Black	Cauca	Je Tie	Native	Other	Total
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Academic Dishonesty (111)	Female	0	0		0	0		0	0	0;
Violation-Dealing         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0		Male	0	0	0	0	0	0	0	0	0
Violation-Dealing         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0		Total	0	0	0	0	0	0	0	0	0
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Alcohol Violation-Dealing	Female	0	0	0	0	0	0	0	0	0
Violation-Possession         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td>(55D)</td> <td>Male</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>	(55D)	Male	0	0	0	0	0	0	0	0	0
Violation-Possession         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td></td> <td>Total</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>		Total	0	0	0	0	0	0	0	0	0
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Alcohol Violation-Possession	Female	0	0	0	0	0	0	0	0	0
Violation-Use (55U)         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td>(55P)</td> <td>Male</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>	(55P)	Male	0	0	0	0	0	0	0	0	0
Violation-Use (55U)         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td></td> <td>Total</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>		Total	0	0	0	0	0	0	0	0	0
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Alcohol Violation-Use (55U)	Female	0	0	0	0	0	0	0	0	0
Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Male	0	0	0	0	0	0	0	0	0
4) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Total	0	0	0	0	0	0	0	0	0
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Arson (44)	Female	0	0	0	0	0	0	0	0	0
Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Male	0	0	0	0	0	0	0	0	0
Dattery knife/cutting    Female   0   0   0   0   0   0   0   0   0		Total	0	0	0	0	0	0	0	0	0
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Assault/battery knife/cutting	Female	0	0	0	0	0	0	0	0	0
Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	object (2)	Male	0	0	0	0	0	0	0	0	0
Sattery other dang Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Total	0	0	0	0	0	0	0	0	0
(3) Male 0 0 0 0 0 0 0 0 0 0 a mattery with firearm (1) Female 0 0 0 0 0 0 0 0 0 a mattery with firearm (1) Female 0 0 0 0 0 0 0 0 0 0 a mattery, hands, feet, Female 1 0 0 0 0 0 0 0 0 0 a mattery, hands, feet, Female 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Assault/battery other dang	Female	0	0	0	0	0	0	0	0	0
Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	weapon (3)	Male	0	0	0	0	0	0	0	0	0
Dattery with firearm (1) Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Total	0	0	0	0	0	0	0	0	0
Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Assault/battery with firearm (1)	Female	0	0	0	0	0	0	0	0	0
Total         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td></td> <td>Male</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>		Male	0	0	0	0	0	0	0	0	0
Dattery, hands, feet, Female 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Total	0	0	0	0	0	0	0	0	0
Male 2 0 0 0 0 0 0 0 0 Total 3 0 0 0 0 0 0 0 0	Assault/battery, hands, feet,	Female	_	0	0	0	0	0	0	0	_
3 0 0 0 0 0 0 0	lisviignt	Male	2	0	0	0	0	0	0	0	N
		Total	ယ	0	0	0	0	0	0	0	ယ

Espanola F Schools

### Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Hernandez Elementary School

0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Drug violation (54)
3	0	0	0	0	_	0	0	12	Total	
=	0	0	0	0	_	0	0	10	Male	
Ν,	0	0	0	0	0	0	0	2	Female	Disruptive Conduct (105)
-	0	0	0	0	0	0	0	_	Total	
_	0	0	0	0	0	0	0	_	Male	
0	0	0	0	0	0	0	0	0	Female	Disrespectful (104)
-	0	0	0	0	0	0	0	-	Total	
_	0	0	0	0	0	0	0	_	Male	
0	0	0	0	0	0	0	0	0	Female	Disorderly Conduct (13)
4	0	0	0	0	0	0	0	4	Total	
_	0	0	0	0	0	0	0	<u> </u>	Male	
ω	0	0	0	0	0	0	0	ω	Female	Dishonesty (108)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Criminal Damage (41)
2	0	0	0	0	0	0	0	2	Total	
2	0	0	0	0	0	0	0	2	Male	
0	0	0	0	0	0	0	0	0	Female	Bullying (14)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	(42)
0	0	0	0	0	0	0	0	0	Female	Breaking/Entering/Larceny
N	0	0	0	0	0	0	0	22	Total	
2	0	0	0	0	0	0	0	N	Male	
0	0	0		0	0	0	0	0	Female	Assault/battery, simple (5)
Total	Other	Native Hawaiie	Ťć	Black or Africa. Ame	Black o	7	TWO OF More	Hispanic	Gender	Description
× (	المر المال و	ian P		A NE						

Report: IDS602 Year: 2017-2018

### Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Hernandez Elementary School

					9	A URUS		diania	ia o neilo	î
Description	Gender	Hispanic	TWO OF MO	2	Black of	Black or Aucasian	Ř	American Wative Haw	Other	Total
Fighting (102)	Female	2	0	0	0	0		0	0	N
	Male	<b>-</b>	0	0		0	0	0	0	N
	Total	ယ	0	0		0	0	0	0	4
Gang related activity (53)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Graffiti (40)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Handgun possession (61)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Inappropriate Display of	Female	0	0	0	0	0	0	0	0	0
Arrection (TTU)	Male	_	0	0	0	0	0	0	0	
	Total	~	0	0	0	0	0	0	0	
Inappropriate Language,	Female	ω	0	0	0	0	0	0	0	ယျှ
Displays, Images	Male	4	0	0	0	0	0	0	0	4
	Total	7	0	0	0	0	0	0	0	7
Instigation (112)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Missing Property/Theft (43)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Multiple Firearms (64)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

Report: IDS602 Year: 2017-2018

#### Espanola

#### 3 Schools

### Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Hernandez Elementary School

Gender         Husbanic Tylic of Mode         Plack of Explicit of Antical Mode	0	0	0	0	0	0	0	0	0	Total	
Gender Haspanic Tullo of Mode  Female  Code Female  Total  Male  Total	0	0	0	0	0	0	0	0	0	Male	
Gender         Hasponic Tylio of More Male         Ethican Plack of Cautres Anno More Plack of Cautres Anno Male         Attrican Indian Plack of Cautres Anno Male         Attrican Indian Plack of Cautres Anno Male         Attrican Indian Ind	0	0	0	0	0	0	0	0	0	Female	Other-Selfinjury (10)
Gender         Hasponic Tylio of More Male         Editor Design Column Statut of Co	0	0	0	0	0	0	0	0	0	Total	
Gender         Hasponic Tyno of More Remail         Extraction Active Assistant Palace Annual Palace	0	0	0	0	0	0	0	0	0	Male	
Gender Herbanic Andre Gender Herbanic On Mode Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Other-Robbery using force (9)
Gender Herbanic Andre Gender Herbanic On Mode Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Gender Hespontic Taylo of Mode Resident Black of African Annual Indian Market Remailer of the Male	0	0	0	0	0	0	0	0	0	Male	(non-parental) (o)
Sender   Hispanic   Table	0	0	0	0	0	0	0	0	0	Female	Other-Kidnapping
Gender Hispanic TANO of More Stack of African Annual Indian India	0	0	0	0	0	0	0	0	0	Total	
Gender Hispanic Two of More Secode Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic Work More Sender Hispanic Of Male Caucasian Indian India	0	0	0	0	0	0	0	0	0	Female	Other-Homicide (7)
Gender Hispanic Woor More Remaile 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
Gender Hispanic Two or More Remain Participan Participa	0	0	0	0	0	0	0	0	0	Male	IIIIImidauon ( I I
Gender Hispanic Two of More  Code Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Other-General/Threat or
Gender         Hispanic Two of More Permanent         Pasian Patron Patro	0	0	0	0	0	0	0	0	0	Total	
Gender         Hispanic Two of More Total         Plack of African Annual Plack of African Indian Ind	0	0	0	0	0	0	0	0	0	Male	
Scription         Gender         Hispanic Two or More ation (101)         Aprican Palack or African Indian Indian Indian Indian Palack or African Indian In	0	0	0	0	0	0	0	0	0	Female	Other vandalism (46)
scription         Gender         Hispanic Two of More ation (101)         Appearing Two of More ation (101)         Appearing Two of More Appear Two of More partical Indian I	0	0	0	0	0	0	0	0	0	Total	
scription         Gender         Hispanic Two or More ation (101)         African Partical Industrian (101)         I	0	0	0	0	0	0	0	0	0	Male	(03)
Gender Hispanic Two of More Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Female	Other Firearms Possession
Gender         Hispanic Two or More         Asian         Black or African Annualian of Caucasian Indian I	0	0	0	0	0	0	0	0	0	Total	
Gender         Hispanic Two of More         More psian         glack of African Annual Archive Indian Indi	0	0	0	0	0	0	0	0	0	Male	
Gender Hispanic Wore African And Indian Indian Only Pasian Black of African Indian Ind	0	0	0	0	0	0	0	0	0	Female	Other Delinquent Acts (113)
Gender Hispanic Wore African And Caucasian Indian Indian Olynors Code Female 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Total	
1/Dress Code Female 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	Male	violation (101
Gender Hispanic Two or More Black or African American Indian Indian Other	0	0	0	0	0	0	0	0	0	Female	Not in Uniform/Dress Code
	70	Hawaiian	can Indian	sian Amen	or African	Black	7	WO OK N	Hispanic	Gender	Description

Printed by 'rew Johnny Trujillo at 07/17/2018 3:10 PM



### Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Hernandez Elementary School

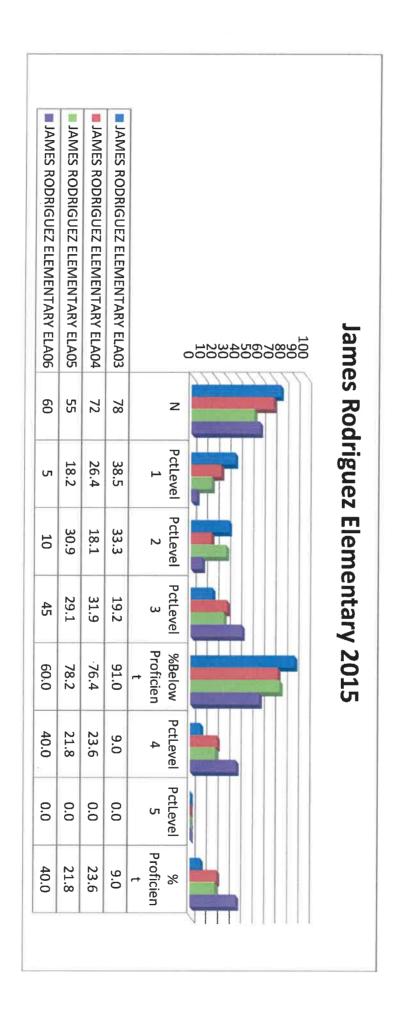
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Vandalism (45)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Truancy (103)
ω	0	0	0	0	0	Ó	0	ယ	Total	
N	0	Ó	0	0	0	0	0	2	·Male	
	0	0	0	0	0	0	0		Female	Tobacco Use (56)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Sexual Harassment (12)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Rifle, shotgun possession (62)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	Devices (109
0	0	0	0	0	0	0	0	0	Female	Regulated Use of Electronic
N.	0	0	0	0	0	0	0	2	Total	
N	0	0	0	0	0	0	0	2	Male	SCHOOL PERSONIT
0	0	0	0	0	0	0	0	0	Female	Refusal to Cooperate with
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	Gang(5/)
0	0	0	0	0	0	0	0	0	Female	Other-Weapons, Substance,
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Other-Sexual battery (6)
Total	Native Hawaiian O	Native H	T <sub>C</sub>	Black of African Ame	Black of	2	Two or More	Hispanic	Gender	Description
(	\$ i	() () ()		! : : z						

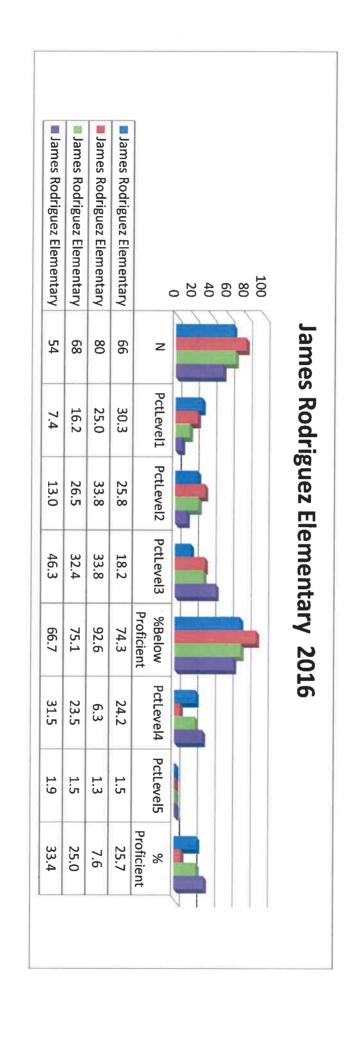
### Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Hernandez Elementary School

Description	Gender	Hispan	Hispair Two or Asian	Asian	Black	Cauca	Black Caucas America	Native	America Native Other 10	٨
Weapons Possession, Blade	Female	0	0	0	0	0	0	0	0	0
51)	Male	0	0	ò	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Weapons Possession, Other	Female	0	0	0	0	0	0	0	0	0
02)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Total	Female	12	0	0	0	0	0	0	0	12
	Male	29	0	0	2	0	0	0	0	3

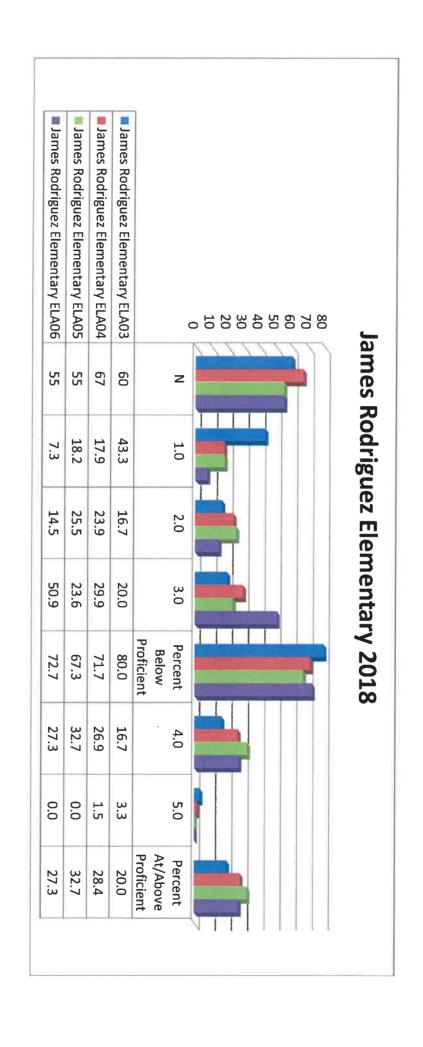
### STUDENT PERFORMANCE BY SCHOOL (JHR ELEMENTARY)

2015 Through 2018





#### ■ James Rodriguez Elementary ELA06 James Rodriguez Elementary ELA05 ■ James Rodriguez Elementary ELA04 ■ James Rodriguez Elementary ELA03 **James Rodriguez Elementary 2017** 66.0 70.0 63.0 75.0 Z 10.0 20.6 28.0 9.1 22.7 35.7 30.2 18.7 2 45.5 40.0 33.3 18.7 ယ Percent Proficien Below 85.7 84.1 65.3 77.3 21.2 12.9 15.9 34.7 4 0.0 0.0 1.4 5 Proficien At/Abov Percent 14.3 15.9 34.7 22.7 Ф





# James H. Rodriguez Elementary School

Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	i di
0	0	0	0	0	0	0	0	0	Female	Assault/battery, hands, feet,
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Assault/battery with firearm (1)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	weapon (a)
0	0	0	0	0	0	0	0	0	Female	Assault/battery other dang
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	מושפע (ב)
0	0	0	0	0	0	0	0	0	Female	Assault/battery knife/cutting
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Arson (44)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Use (55U)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	(901)
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Possession
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	(330)
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Dealing
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Academic Dishonesty (111)
or o	An Indian IANO Other Tor	hmerican Indian/Auai	isian Americ	Black or African Ame		two or More	nic Two o	Hispanic	Gender	Description
	72018	- 05/25/2018		08/14/201/	_					

### James H. Rodriguez Elementary School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

					(	2 2 1		100/ P.O.	18 C - C	ς (
Description	Gender	Hispanic	TWO OF MORE	-	Black o	Black or Africasian	ďć	hmerican Indie Hawaller	Other	Total
Assault/battery, simple (5)	Female	2	0		0	0		0	0	Ν,
	Male	_	0	0	0	0	0	0	0	_
	Total	ω	0	0	0	0	0	0	0	w
Breaking/Entering/Larceny	Female	0	0	0	0	0	0	0	0	0
(42)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	o	0
Bullying (14)	Female	0	0	0	0	0	0	0	0	0
	Male	_	0	0	0	0	0	0	0	<u> </u>
	Total	_	0	0	0	0	0	0	0	mà
Criminal Damage (41)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Dishonesty (108)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Disorderly Conduct (13)	Female	_	0	0	0	0	4	0	0	on!
	Male	10	0	0	0	_	2	0	0	13
	Total	<u> </u>	0	0	0	-	ග	0	0	18
Disrespectful (104)	Female	0	0	0	0	0	0	0	0	0
	Male	_	0	0	0	0	0	0	0	_
	Total	_	0	0	0	0	0	0	0	_
Disruptive Conduct (105)	Female	14	0	0	0	0	1	0	0	3
	Male	36	0	0	0	<u></u>	0	0	0	37
	Total	50	0	0	0	_	_	0	0	2
Drug violation (54)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

#### Espanola F Schools

### James H. Rodriguez Elementary School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

					,	, i	Mu.	2000		O. (
Description	Gender	Hispanic	Two or More	-	Black	Black or Africasian	sian Americ	American Indic Hawai	Native Hawaite	Total
Fighting (102)	Female	5	0		0	0	2	0	0	7
	Male	18	0	0	0	0	0	0	0	<del>-</del>
	Total	23	0	0	0	0	2	0	0	25
Gang related activity (53)	Female	0	0	0	0	0	0	0	0	٥
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Graffiti (40)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Handgun possession (61)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Inappropriate Display of	Female	0	0	0	0	0	0	0	0	0
Affection (110)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Inappropriate Language,	Female	0	0	0	0	0	0	0	0	0
Displays, Images	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Instigation (112)	Female	2	0	0	0	0	_	0	0	w
	Male	_	0	0	0	0	0	0	0	-
	Total	ω	0	0	0	0	-	0	0	4
Missing Property/Theft (43)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Multiple Firearms (64)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

### James H. Rodriguez Elementary School **Discipline Summary by Ethnic Code**

08/14/2017 - 05/25/2018

					_	4 '- '- '- '- '- '- '- '- '- '- '- '- '-		المالامالات	187 C	<b>(</b>
Description	Gender	Hispanic	Two or More	7	Black o	Black of Africal Ame	Ä	hmerican Indian Other Tot	Other	Total
Not in Uniform/Dress Code	Female	0	0		0	0		0	0	0
Violation (101	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Delinquent Acts (113)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Firearms Possession	Female	0	0	0	0	0	0	0	0	0
(63)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other vandalism (46)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-General/Threat or	Female	0	0	0	0	0	0	0	0	0
Intimidation (11	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Homicide (7)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Kidnapping	Female	0	0	0	0	0	0	0	0	0
(non-parental) (8)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Robbery using force (9)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Self injury (10)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

Report: IDS602 Year: 2017-2018

#### Espanola F

### Year: 2017-2018 Report: IDS602

### James H. Rodriguez Elementary School **Discipline Summary by Ethnic Code**

08/14/2017 - 05/25/2018

c										
•	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Vandalism (45)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Truancy (103)
N	0	0	0	0	0	0	0	2	Total	
0	0	0	0	0	0	0	0	0	Male	
2	0	0	0	0	0	0	0	2	Female	Tobacco Use (56)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Sexual Harassment (12)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Rifle, shotgun possession (62)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	Devices (108
0	0	0	0	0	0	0	0	0	Female	Regulated Use of Electronic
7	0	0	0	0	0	0	0	7	Total	
6	0	0	0	0	0	0	0	O	Male	ochool metsoniii
_	0	0	0	0	0	0	0	_	Female	Refusal to Cooperate with
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	cang(or)
0,	0	0	0	0	0	0	0	0	Female	Other-Weapons, Substance,
9	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Other-Sexual battery (6)
Total	Native Other Tor	American India: American Native Hawaii	asian Ameri	Black or Africal Ame		More	two or More	Hispanic	Gender	Description

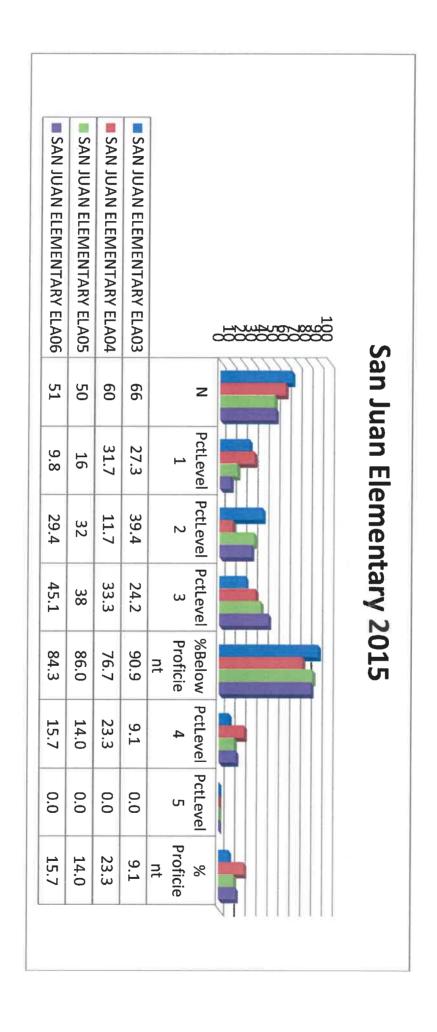
### James H. Rodriguez Elementary School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

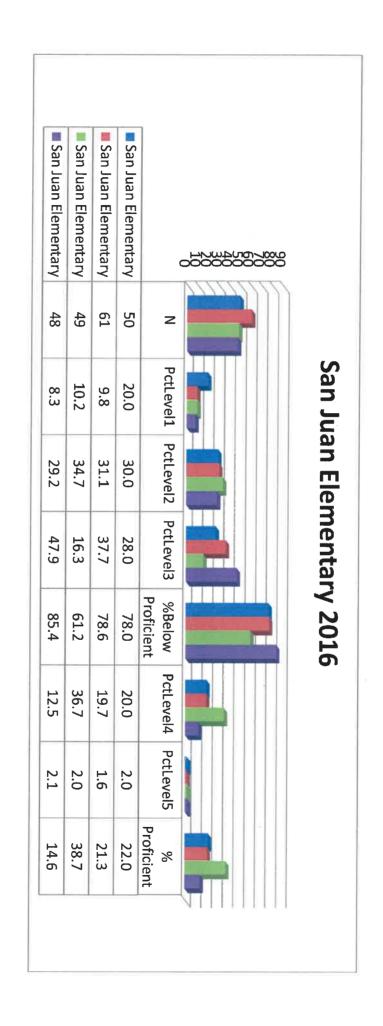
Description	Gender	Hispan	TWOO	Hispall Two or Asian	an Black Caucas America Nat	Cauca	Americ Native Other Total	Native	Other	70
Weapons Possession, Blade	Female	0	0	0	0	0	0	0	0	0
(51)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Weapons Possession, Other	Female	0	0	0	0	0	0	0	0	0
52)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	9
Total	Female	27	0	0	0	0	00	0	0	3
	Male	74	0	0	0	2	2	0	0	78
	Total	101	>	•		,	>	>		

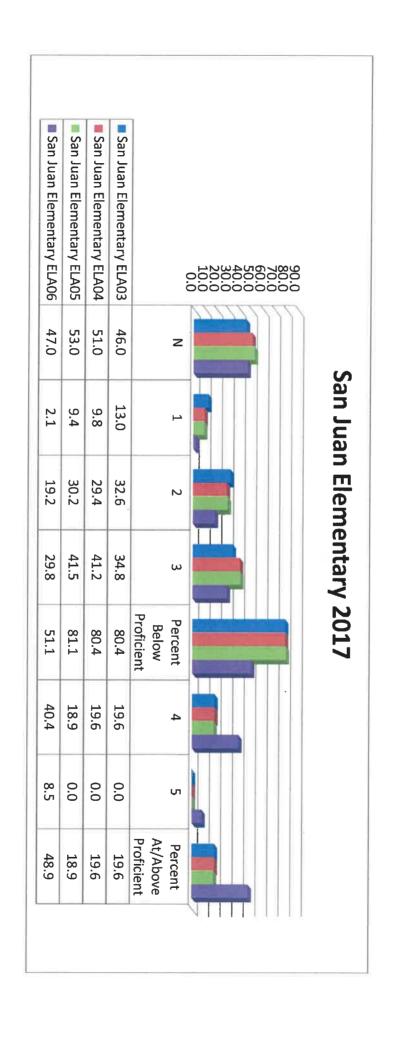
Report: IDS602 Year: 2017-2018

#### STUDENT PERFORMANCE BY SCHOOL (SAN JUAN ELEMENTARY)

2015 Through 2018









### Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 San Juan Elementary School

20	0	0	4	ω	2	0	0	<u>-</u>	Total	
6	0	0	ω	ω	2	0	0	00	Male	nsungin
4	0	0	1	0	0	0	0	3	Female	Assault/battery, hands, feet,
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Assault/battery with firearm (1)
N	0	0	_	0	0	0	0	_	Total	
N	0	0	_	0	0	0	0	_	Male	weapon (3)
0	0	0	0	0	0	0	0	0	Female	Assault/battery other dang
_	0	0	0	0	0	0	0	_	Total	
_	0	0	0	0	0	0	0	_	Male	object (z)
0	0	0	0	0	0	0	0	0	Female	Assault/battery knife/cutting
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Arson (44)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Use (55U)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	oor)
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Possession
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	(300)
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Dealing
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Academic Dishonesty (111)
1	(	7	7	(	(					-

Espanola P' ' "> Schools

### Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 San Juan Elementary School

Gender   Character   Charact							Tan I	Muc	lupit.		0(
mple (5)         Female         2         0         0         0         1           Male         7         0         0         1         0         2           Male         7         0         0         1         0         2           Larceny         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <th< th=""><th>Description</th><th>Gender</th><th>Hispani</th><th>TWOOL</th><th>More</th><th>Black</th><th>Caucas</th><th>Americ</th><th>An Indive</th><th>Other</th><th>Total</th></th<>	Description	Gender	Hispani	TWOOL	More	Black	Caucas	Americ	An Indive	Other	Total
Male 7 0 0 1 0 2 0 0 1 1 0 2 0 0 1 Total 9 0 0 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Assault/battery, simple (5)	Female	2	0	0	0	0	-	0	0	cs
Total   9   0   0   1   0   3   0   0   0   0   0   0   0   0		Male	7	0	0	<b>→</b>	0	2	0	0	5
Larceny         Female         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <t< td=""><td></td><td>Total</td><td>9</td><td>0</td><td>0</td><td>-</td><td>0</td><td>ω</td><td>0</td><td>0</td><td>13</td></t<>		Total	9	0	0	-	0	ω	0	0	13
Male         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	Breaking/Entering/Larceny	Female	0	0	0	0	0	0	0	0	0
Total         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td>(42)</td> <td>Male</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>	(42)	Male	0	0	0	0	0	0	0	0	0
Female 1 0 0 0 0 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Total	0	0	0	0	0	0	0	,0	0
Male 0 0 0 0 0 0 2 0 0 0 0 1 1 1 0 0 0 1 1 1 1	Bullying (14)	Female	-	0	0	0	0	2	0	0	ယ
Total 1 0 0 0 0 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Male	0	0	0	0	0	2	0	0	N
(41)       Female       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0		Total	_	0	0	0	0	4	0	0	Ch
Male 0 0 0 0 0 0 0 0 0 0 0 Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Criminal Damage (41)	Female	0	0	0	0	0	0	0	0	0
Total         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td></td> <td>Male</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>		Male	0	0	0	0	0	0	0	0	0
Female       1       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0        0       0       0       0       0       0       0       0 </td <td></td> <td>Total</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>		Total	0	0	0	0	0	0	0	0	0
Male       1       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0        0       0       0       0       0       0       0       0       0       0       0       0       0       0       0        0       0       0       0       0       0       0       0       0       0       0       0       0       0       0        0       0       0       0       0       0       0       0       0       0       0       0       0       0       0        0       0       0       0       0       0       0       0       0       0       0       0       0       0       0        0       0       0       0       0       0       0       0       0       0       0       0       0       0       0        0       0       0       0       0       0       0       0       0       0       0       0       0       0       0        0       0       0       0       0       0       0       0       0       0       0 <th< td=""><td>Dishonesty (108)</td><td>Female</td><td>-</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>_</td></th<>	Dishonesty (108)	Female	-	0	0	0	0	0	0	0	_
Total         2         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td></td> <td>Male</td> <td>_</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>_</td>		Male	_	0	0	0	0	0	0	0	_
t(13)       Female       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0        0       0       0       0       0       0       0       0       0       0       0 <th< td=""><td></td><td>Total</td><td>29</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>N</td></th<>		Total	29	0	0	0	0	0	0	0	N
Male       6       0       0       0       1       1       0       0         Total       6       0       0       0       0       1       1       0       0         Male       0       0       0       0       0       0       0       0       0       0         t(105)       Female       0       0       0       0       0       0       0       0       0         Male       7       0       0       0       1       2       0       0         Female       1       0       0       0       1       4       0       0         Male       3       0       0       0       0       0       0       0       0         Total       4       0       0       0       0       0       0       0       0       0         Male       3       0       0       0       0       0       0       0       0       0       0       0         Total       4       0       0       0       0       0       0       0       0       0         0 <t< td=""><td>Disorderly Conduct (13)</td><td>Female</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></t<>	Disorderly Conduct (13)	Female	0	0	0	0	0	0	0	0	0
Total         6         0         0         1         1         0         0           Hemale         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0		Male	o	0	0	0	_	<u> </u>	0	0	00
Female       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0 <td></td> <td>Total</td> <td>O</td> <td>0</td> <td>0</td> <td>0</td> <td>-&gt;</td> <td>_</td> <td>0</td> <td>0</td> <td>CO</td>		Total	O	0	0	0	->	_	0	0	CO
Male       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0       0	Disrespectful (104)	Female	0	0	0	0	0	0	0	0	0
Total         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0 <td></td> <td>Male</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td>		Male	0	0	0	0	0	0	0	0	0
Female 0 0 0 0 0 2 0 0  Male 7 0 0 0 1 2 0 0  Total 7 0 0 0 1 4 0 0  Male 3 0 0 0 0 0 0 0 0  Total 4 0 0 0 0 0 0 0 0		Total	0	0	0	0	0	0	0	0	0
Male         7         0         0         0         1         2         0         0           Total         7         0         0         0         1         4         0         0           Male         1         0         0         0         0         0         0         0         0           Total         4         0         0         0         0         0         0         0	Disruptive Conduct (105)	Female	0	0	0	0	0	2	0	0	N
Total         7         0         0         0         1         4         0         0         1           Female         1         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0		Male	7	0	0	0	_	2	0	0	6
Female     1     0     0     0     0     0     0       Male     3     0     0     0     0     0     0       Total     4     0     0     0     0     0     0		Total	7	0	0	0	_	4	0	0	12
4 0 0 0 0 0 0	Drug violation (54)	Female	and the total contract of the total contract of the contract o	0	0	0	0	0	0	0	<b>→</b> ‡
4 0 0 0 0 0 0		Male	ω	0	0	0	0	0	0	0	ယ
		Total	4	0	0	0	0	0	0	0	4

### Year: 2017-2018 Report: IDS602

### Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 San Juan Elementary School

c		•				١	•			
,	0	0	0	0	0	0	0	0	Male	
0:	0	0	0	0	0	0	0	0	Female	Multiple Firearms (64)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Missing Property/Theft (43)
4	0	0	0	0	0	0	0	4	Total	
cu	0	0	0	0	0	0	0	ω	Male	
_	0	0	0	0	0	0	0	_	Female	Instigation (112)
co	0	0	ω	-2	0	0	0	4	Total	
0	0	0	2	_	0	0	0	ω	Male	Displays, Illiages
2	0	0	-	0	0	0	0	_	Female	Inappropriate Language,
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	Allection (110)
0	0	0	0	0	0	0	0	0	Female	Inappropriate Display of
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Handgun possession (61)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Graffiti (40)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Gang related activity (53)
4	0	0	N	0	0	0	0.	N	Total	
ເມ	0	0	2	0	0	0	0	_	Male	
_	0	0	0	0	0	0	0	_	Female	Fighting (102)
Total	Other	America Native Other Total	Amer	Black Caucas Ame	Black	-	TWO OF ASIAT	Hispain 1	Gender	Description
	Lawc	12/11/11	100	7			2	2		

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0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Other-Self injury (10)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Other-Robbery using force (9)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	non-parental) (8)
0	0	0	0	0	0	0	0	0	Female	Other-Kidnapping
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Other-Homicide (7)
_	0	0	0	0	0	0	0	_	Total	
0	0	0	0	0	0	0	0	0	Male	Intimidation (11
	0	0	0	0	0	0	0	_	Female	Other-General/Threat or
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Other vandalism (46)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	33)
0	0	0	0	0	0	0	0	0	Female	Other Firearms Possession
4	0	0	ယ	0	0	0	0	_	Total	
ယ	0	0	2	0	0	0	0	_	Male	
_	0	0	۱ ــــــــــــــــــــــــــــــــــــ	0	0	0	0	0	Female	Other Delinquent Acts (113)
0	.0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	violation (101
0	0	0	0	0	0	0	0	0	Female	Not in Uniform/Dress Code
-	(	•		(	(				0.00	100000000000000000000000000000000000000

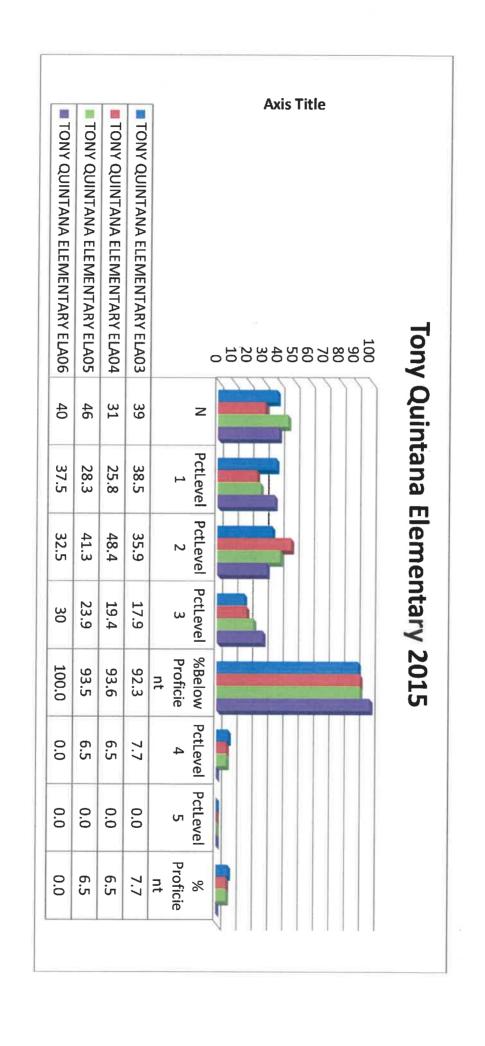
## Discipline Summary by Ethnic Code San Juan Elementary School

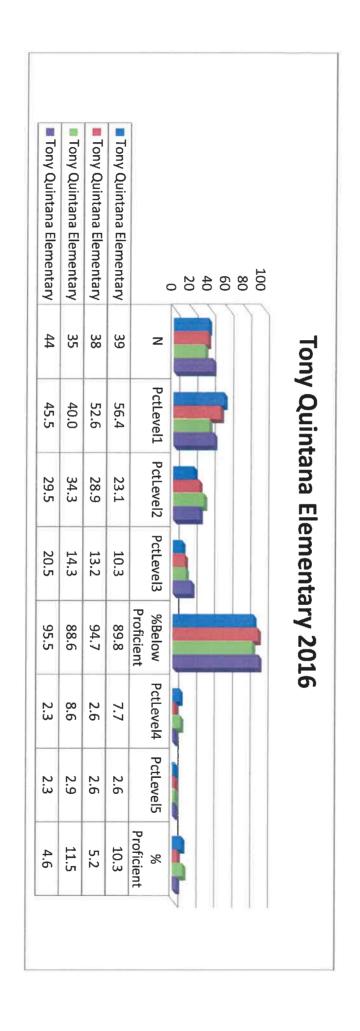
08/14/2017 - 05/25/2018

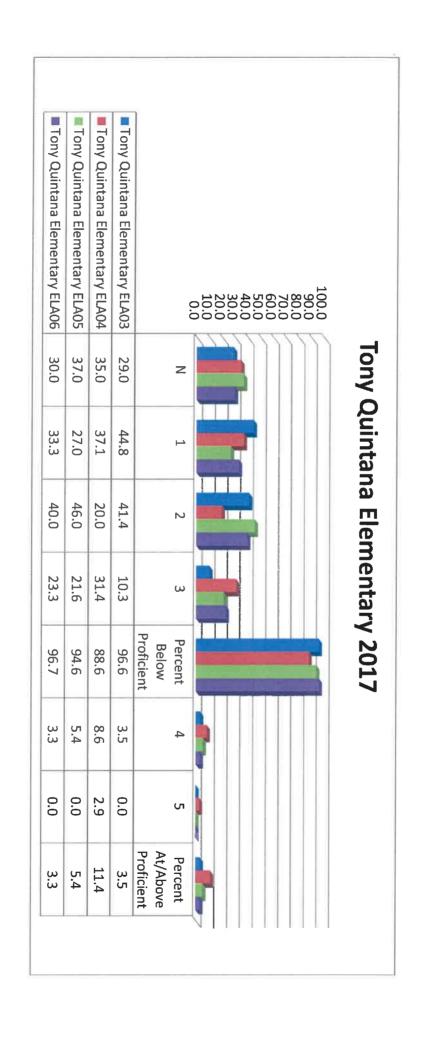
			Š.	More	A African Ame	African	is Mar	ian an Indian IAla-	an Indian I Alawaiian or	ς (
Description	Gender	Hispanic	LWO O	TWO OF ASIAN		Cauca	Ameri	Native	Other	Total
Other-Sexual battery (6)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Weapons, Substance,	Female	0	0	0	0	0	0	0	0	0
Gang (57)	Male	0	0	0	0	0	_	0	0	_
	Total	0	0	0	0	0	_	0	0	-
Refusal to Cooperate with	Female	0	0	Ö	0	0	0	0	0	0
School Personn	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Regulated Use of Electronic	Female	0	0	0	0	0	0	0	0	0
Devices (109	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Rifle, shotgun possession (62)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Sexual Harassment (12)	Female	0	0	Ö	0	0	0	0	0	0
	Male	ω	0	0	0	0	0	0	0	ω
	Total	ω	0	0	0	0	0	0	0	w
Tobacco Use (56)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Truancy (103)	Female	0	0	0	0	0	0	0	0	0.
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Vandalism (45)	Female	6	0	0	0	0	2	0	0	œ;
	Male	0	0	0	0	0	0	0	0	0
	Total	O	0	0	0	0	2	0	0	00

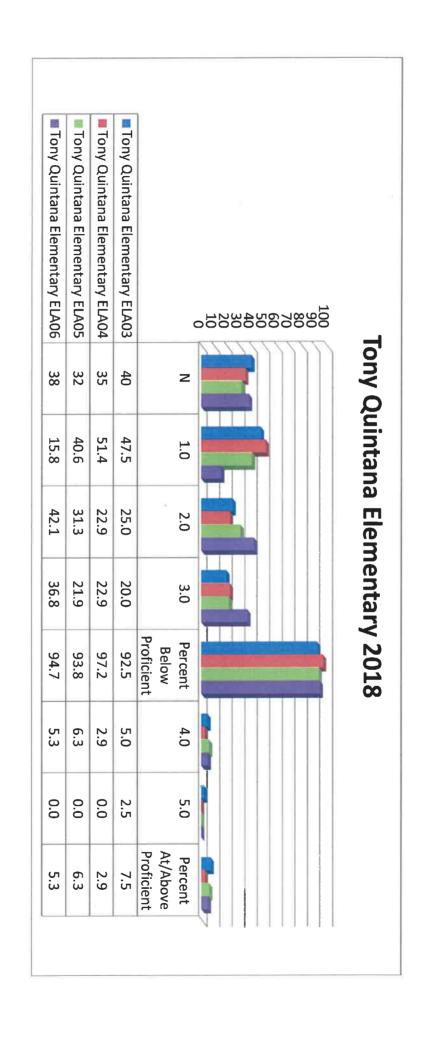
## STUDENT PERFORMANCE BY SCHOOL (TQ/TONY QUINTANA ELEMENTARY)

2015 Through 2018









### Report: IDS602 Year: 2017-2018

## Tony E. Quintana Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

0	0	0	0	0	0	0	0	0	Male	IISVIIGIIL
0	0	0	0	0	0	0	0	0	Female	Assault/battery, hands, feet,
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Assault/battery with firearm (1)
0	0	0	O	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	weapon (a)
0	0	0	0	0	0	0	0	0	Female	Assault/battery other dang
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	Ö	0	Male	טטןפטו (ב)
0	0	0	0	0	0	0	0	0	Female	Assault/battery knife/cutting
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Arson (44)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Use (55U)
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	(337)
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Possession
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	(330)
0	0	0	0	0	0	0	0	0	Female	Alcohol Violation-Dealing
0	0	0	0	0	0	0	0	0	Total	
0	0	0	0	0	0	0	0	0	Male	
0	0	0	0	0	0	0	0	0	Female	Academic Dishonesty (111)
70	Qi.	Mile Nac Out To	Pill	Cor	Blac Car Am		TWO ASIO	HIST	Gender	Description

## Tony E. Quintana Elementary School

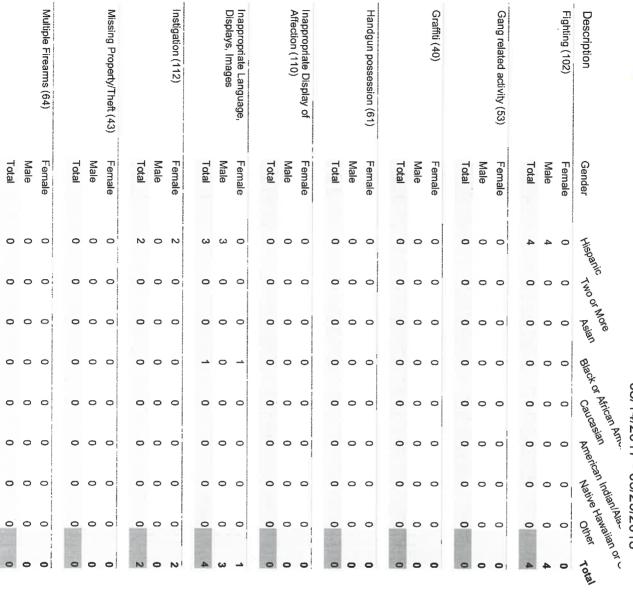
Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

		anic	ic or More		k a	or African Ame	ian me	ian rican Indian   Navair	an Indian IAIan or	9, (
Description	Gender	Hish	TWO		Black	Cauc	Ame	Nativ	Other	Tota
Assault/battery, simple (5)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Breaking/Entering/Larceny	Female	0	0	0	'O	0	0	0	0	0
(42)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Bullying (14)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Criminal Damage (41)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Dishonesty (108)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Disorderly Conduct (13)	Female	0	0	0	0	0	0	0	0	0
	Male	7	0	0	0	0	0	0	0	7
	Total	7	0	0	0	0	0	0	0	7
Disrespectful (104)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Disruptive Conduct (105)	Female	2	0	0	0	0	0	0	0	N
	Male	N	0	0	0	0	0	0	0	N
	Total	4	0	0	0	0	0	0	0	4
Drug violation (54)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

Report: IDS602 Year: 2017-2018

## Tony E. Quintana Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018



Report: IDS602 Year: 2017-2018

### Report: IDS602 Year: 2017-2018

**Discipline Summary by Ethnic Code** 08/14/2017 - 05/25/2018

Tony E. Quintana Elementary School

Description		Lispanic	nic Two o	TWO OF WORE	Jack	OO! 14/2017	isian LOI	igan indian lawaii igan indian lawaii	an Indian I Planalian or Col 20/20/20/10	Of (
Not in Uniform/Dress Code	Female	0	0	0	0	0	0	0	0	0
Violation (101	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Delinquent Acts (113)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Firearms Possession	Female	0	0	0	0	0	0	0	0	0
(63)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other vandalism (46)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-General/Threat or	Female	0	0	0	0	0	0	0	0	0
Intimidation (11	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Homicide (7)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Kidnapping	Female	0	0	0	0	0	0	0	0	0
(non-parental) (8)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Robbery using force (9)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Self injury (10)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	Ο.	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

### Report: IDS602 Year: 2017-2018

## Tony E. Quintana Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Description	Gender	Hispanic	nic Two o	c wo or More	Black	Black of African Ame	asian Amer	Jan rican Indian Jalian Janerican Indian Hawaii	an Indian I Name Hawaiian or when Native Hawaiian or when You	Total
Other-Sexual battery (6)	Female	0	0	0	0	0	0	0	0	0
	Maie	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Weapons, Substance,	Female	0	0	0	0	0	0	0	0	0
Gang (57)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Refusal to Cooperate with	Female	0	0	0	0	0	0	0	0	0
School Personn	Male	13	0	0	0	0	0	0	0	13
	Total	13	0	0	0	0	0	0	0	13
Regulated Use of Electronic	Female	0	0	0	0	0	0	0	0	0
Devices (109	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Rifle, shotgun possession (62)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Sexual Harassment (12)	Female	0	0	0	0	0	0	0	0	0
	Male		0	0	0	0	0	0	0	_
	Total	_	0	0	0	0	0	0	0	
Tobacco Use (56)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Truancy (103)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0.	0	0	0
Vandalism (45)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

## Tony E. Quintana Elementary School Discipline Summary by Ethnic Code

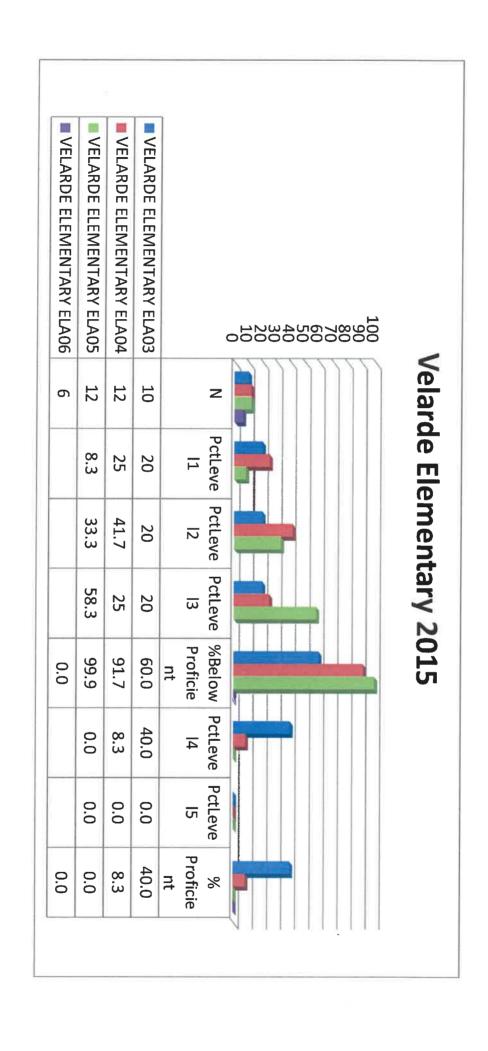
08/14/2017 - 05/25/2018

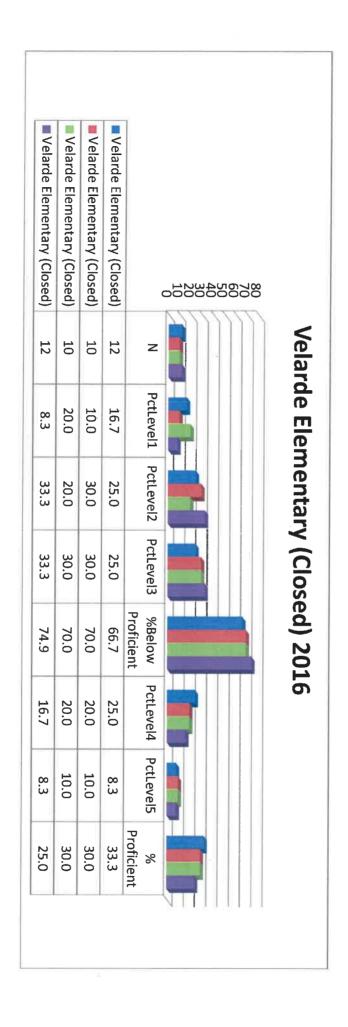
		Total		(32)	Weapons Possession, Other		(31)	Weapons Possession, Blade	Description
		Ve (Andrewshilm and an			sion, Other			sion, Blade	
Total	Male	Female	Total	Male	Female	Total	Male	Female	Gender
34	30	4	0	0	0	0	0	0	Hispanic or More
0	0	0	0	0	0	0	0	0	TWO OT
0	0	0	0	0	0	0	0	0	More
_	0	_	0	0	0	0	0	0	in Black of African American In
0	0	0	0	0	0	0	0	0	Caucas Caucas
0	0	0	0	0	0	0	0	0	Americ
0	0	0	0	0	0	0	0	0	an Indian
0	0	0	0	0	0	0	0	0	American Indian Planation or V
35	30	CI	0	0	0	0	0	0	or or or

Year: 2017-2018 Report: IDS602

## STUDENT PERFORMANCE BY SCHOOL (VELARDE ELEMENTARY)

2015 Through 2018





### Report: IDS602 Year: 2017-2018

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Velarde Elementary School

Description	Gender	Hispanic	mic Two o	two or More	Black	Black of African Ame	asian Amer	American Indian Hawaii	Native Other Tok	Total
Academic Dishonesty (111)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Alcohol Violation-Dealing	Female	0	0	0	0	0	0	0	0	0
(55L)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Alcohol Violation-Possession	Female	0	0	0	0	0	0	0	0	0
(557)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Alcohol Violation-Use (55U)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Arson (44)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Assault/battery knife/cutting	Female	0	0	0	0	0	0	0	0	0
object(2)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Assault/battery other dang	Female	0	0	0	0	0	0	0	0	0
weapon (3)	Male	_	0	0	0	0	0	0	0	
	Total	_	0	0	0	0	0	0	0	_
Assault/battery with firearm (1)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Assault/battery, hands, feet,	Female	0	0	0	0	0	0	0	0	0
lisviignt	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Velarde Elementary School

Description		i no	no, or	•		3	CIC.		770	
000000000000000000000000000000000000000	Gender	Hist	TWO Asia	-	Black	Black Cauca Ame	Amen	Ameny Native Oth	Native Other Tot	Total
Assault/battery, simple (5)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Breaking/Entering/Larceny	Female	0	0	0	0	0	0	0	0	0
(42)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Bullying (14)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0.	0	0	0	0	0
Criminal Damage (41)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Dishonesty (108)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Disorderly Conduct (13)	Female	0	0	0	0	0	0	0	0	0
	Male	ω	0	0	0	0	0	0	0	ယ
	Total	ယ	0	0	0	0	0	0	0	ω
Disrespectful (104)	Female	0	0	0	0	0	0	0	0	0
	Male	_	0	0	0	0	0	0	0	_
	Total	<u> </u>	0	0	0	0	0	0	0	-
Disruptive Conduct (105)	Female	0	0	0	0	0	0	0	0	0
	Male	_	0	0	0	0	0	0	0	_
	Total	_	0	0	0	0	0	0	0	_
Drug violation (54)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

Year: 2017-2018 Report: IDS602

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Velarde Elementary School

	,	coanic	ic or More	7	nk or African An	African Arr		ian erican Indian   Hawaiian or	tawalian o	آ رهٔ
Description	Gender	Histo	7.800	,	Black	Canc	d	Nativ	Other	Tota
Fighting (102)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Gang related activity (53)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Graffiti (40)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0.	0	0	O.	0	0
Handgun possession (61)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Inappropriate Display of	Female	0	0	0	0	0	0	0	0	0
Affection (110)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Inappropriate Language,	Female	0	0	0	0	0	0	0	0	0
Displays, Images	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Instigation (112)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Missing Property/Theft (43)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Multiple Firearms (64)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	.0	0	0	0	0	0	0	0	0

Report: IDS602 Year: 2017-2018

## Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018 Velarde Elementary School

Description		Lispanic	ic or More	2	Jack C	Alack of Parical Punctured Parick of Parickan Punctured	sian Tunc Tunc -	wheter value where the control of th	Tawalian (	
Not in Uniform/Dress Code	Female	0	0		0	0	0	0	0	0
Violation (101	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Delinquent Acts (113)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other Firearms Possession	Female	0	0	0	0	0	0	0	0	0
(63)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other vandalism (46)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-General/Threat or	Female	0	0	0	0	0	0	0	0	o i
Intimidation (11	Male	0	0	0	0	0.	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Homicide (7)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Kidnapping	Female	0	0	0	0	0	0	0	0	0
(non-parental) (8)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Robbery using force (9)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Other-Self injury (10)	Female	0	0	0	0	0	0	0	0	0;
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

e 4 of 6

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Espanola F Schools

## Year: 2017-2018 Report: IDS602

## Velarde Elementary School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

Description	Gender	Hispanic	ic woo	two or More	Black or African Ame	Cauca	Asian Ameri	hmerican Indian Hawaii	Native Other Tou	C
Other-Sexual battery (6)	Female	0	0	1	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	190
Other-Weapons, Substance,	Female	0	0	0	0	0	0	0	0	0
Gang (5/)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Refusal to Cooperate with	Female	0	0	0	0	0	0	0	0	0
School Personn	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Regulated Use of Electronic	Female	0	0	0	0	0	0	0	0	0
Devices (109	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Rifle, shotgun possession (62)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Sexual Harassment (12)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Tobacco Use (56)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Truancy (103)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Vandalism (45)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0

## Year: 2017-2018 Report: IDS602

**Discipline Summary by Ethnic Code** 08/14/2017 - 05/25/2018

Velarde Elementary School

Description	Gender	Hispar	Hispanic Two or Notes	Noise Asian	Black of	Black of Arresian Mative Hawer to	America	Native	Other	Total
Weapons Possession, Blade	Female	0	0	0	0	0	0	0	0	0
51)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0,	0	0	0	0	0
Weapons Possession, Other	Female	0	0	0	0	0	0	0	0	0
52)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Total	Female	0	0	0	0	0	0	0	0	0
	Male	6	0	0	0	0	0	0	0	0
	Total	n	>	>	>	>	>	>		מ



**EPS Objective.** Foster a safe, inclusive, and respectful school community that values the families, culture and heritages reflected in our schools.

**Background.** Espanola Public Schools will strive at keeping students, staff and faculty safe while they are at school. Safety plans offer the district an opportunity to fine tune plans by:

- Gives the district an opportunity to review safety plans on a yearly basis an adjustments when needed.
- Train staff, faculty and students to asses, facilitate and implement response to emergency events
- Ensure each school site has a Safety Committee.
- Espanola Public Schools has developed policies and procedures which have been accepted by the PED.

**Methods:** The district and each school site submit their safety plans to PED for review; changes will be made as PED reviews and requests any changes to be made.

### Results:

Our school sites are compliance with their safety plans. Each school site has a safety
committee who reviews the plans yearly or as often as needed for PED. Drills are
implemented throughout the school year, such as fire drills. Policies and procedures are in
place. A review of the infractions by grade level, type of infraction and other indicators will
help our department work with the schools sites to ensure that our students understand the
rules and to see what else needs to be implemented.

**Conclusion:** All school sites within the Espanola Public Schools, meet the criteria for NMPED. EPS along with the Indian Education Department will to work with staff, parents, students and communities in reviewing data such as the number of infractions and how we can work to keep everyone safe.

### **Action Plan:**

The Indian Education program will continue to work with the district and school sites to
ensure Safety plans meet with approval from the state department and to encourage on
going planning and review of plans.

Robert.archuleta@k12espanola.org; Archuleta, Roberto; Martinez, Myra; Lori.utley@k12espanola.org; Ladonna.phillips@k12espanola.org; Candice.Harrison@k12espanola.org; Sherri.rodriguez@k12espanola.org; Dorothy.valdez@k12espanola.org

Cc: Hopper, Dean M., PED; Anna Vargas Gutierrez

**Subject:** Espanola SSPs--APPROVED

Thank you for submitting your revised Safe School Plan (SSP), as required by NMAC 6.12.6: School District Wellness Policy. I am pleased to inform you that all of the Espanola Schools' SSPs have been reviewed by the NM Public Education Department (PED) and are considered **approved** as of today's date. Please remember that schools are to review SSPs on an annual basis and update as appropriate. See the attached rubrics for details about your schools' reviews.

The PED's next review cycle for your school will be during the 2019-20 academic year. We will be sending revised guidelines and instructions after that school year begins. In the interim, please let me know if you have any questions. Please also visit the <u>PED's Safe Schools Tab</u> for updated tips/resources, available training and best practices for school safety and emergency planning.

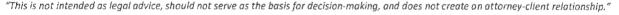
Thank you for your efforts to keep New Mexico's schools safe.

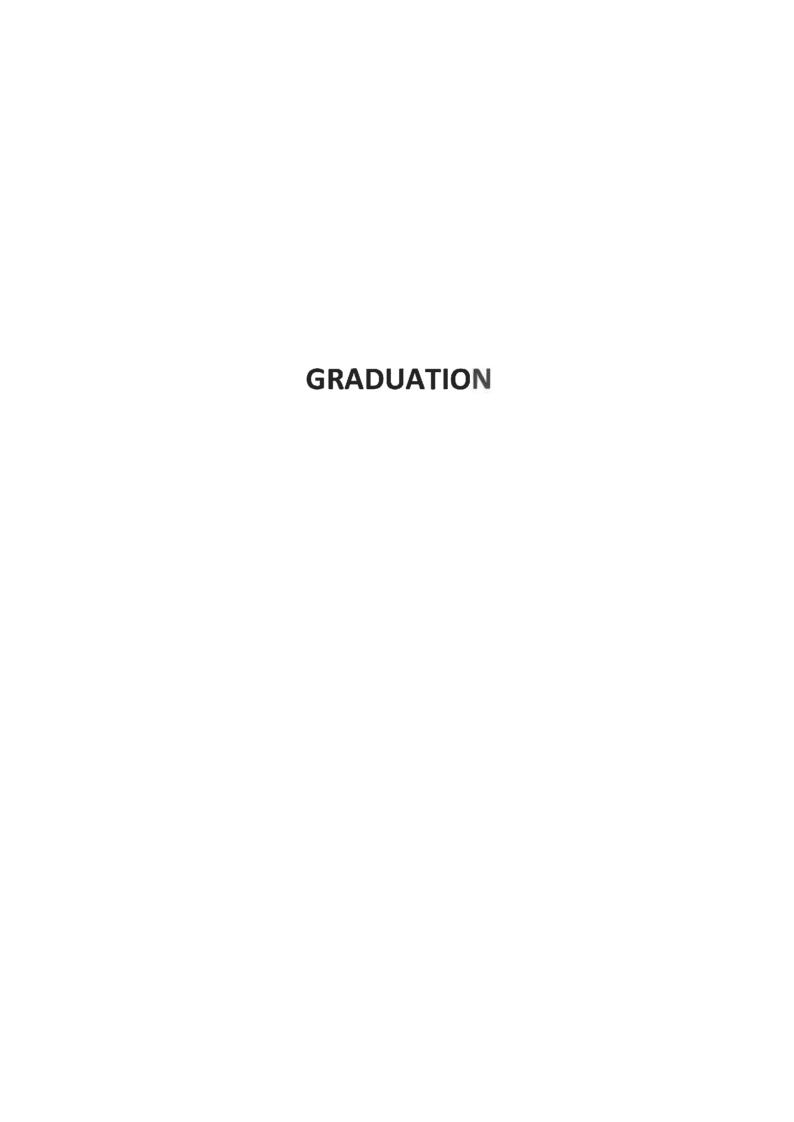
Lisa Hecker, MS Safe Schools Coordinator

Safe & Healthy Schools Bureau
New Mexico Public Education Department
120 S. Federal Place, Room 206 | Santa Fe, NM 87501
P: 505.827.1589 | E: lisa.hecker@state.nm.us
http://ped.state.nm.us/sfsb/safeschools/









**EPS Objective:** Ensure that all American Indian students are given the opportunity to graduate from high school with a diploma, and a solid preparation for college and career. readiness.

**Background:** Attached are the four years Graduation Trend for Espanola Public School, with comparison between ethnicities, female/male and ELL, economically disadvantaged and special education. Espanola has a small number of students who will graduate in 5 or 6 years.

**Methods:** Data from our student information system (Synergy) and (STARS) to review credits, credit recovery, class schedule, attendance, behavior, discipline.

### Results:

- Attendance- We are using the Early Warning System to identify the 25% lowest students when it comes to addressing absenteeism. We also tried to intervene once students are identified at risk to fail. Students who miss 6-9 absences are at risk, 10-15 are considered in need of intervention and 15 days and above
- **Behavior-** Disciplinary infractions are posted to keep track of students who are at risk of failing. Once they start to miss so many days of school, they get behind, continue to miss and some don't return. Behavior is a prerequisite for success and when not controlled within the schools can have a detrimental effect on our students. Students need to understand the consequences and how it can impact their graduation status and their futures.
- Student Academic Performance- Students need to do well in class. Students are kept track of with the Next Step Plans to keep students on target and allow the district to intervene when necessary. If students are not on target then credit recovery becomes a reality which makes the regular school day more difficult. Making up credits takes time and that time could have been used on their current classes and homework.
- Student Demographics:
  - There are many tests that our students take through-out the year. PARCC is for graduation purposes, Access for EL students for English proficiency, I station is our short cycle and we do it K-6 in both ELA and Math, NMSBA (Science), and EOC's.

Special Education: The Indian Education Department and our Native Liaison's work

Closely with all our native students and all departments in the district. As they review student lists and meet with students, they will meet with and work with Special Education Department if there is a student concern that needs to be addressed. They may be invited to sit in on an IEP, review progress of students and work with the parents on an IEP that helps ensure student success.

**Conclusion:** Native American students continue to score below their Hispanic and Caucasian students at Espanola High School. We are closing the gap as evident by this year's graduating class.

### **Action Plan:**

 To continue to work with the school sites and Tribal communities, working together to meet the needs of our students and to understand why we are not accomplishing their goals in school that hinder their path to graduation.

# EOY 2014-2015 Graduation and High School Completers Validation Report

**District: ESPANOLA PUBLIC SCHOOLS** 

**Charter Status: Non-Charters** 

Educational Status: In Special Ed, In Regular Ed



Graduates with Continuing IEP (GT) 0	Graduates with Continuing IEP (GC)	Students with Transition IEP (T)	Students with Continuing IEP (C)	Graduated on Ability Option	Graduated on Career Option	Graduated on Standard Option	Graduates with IEPs (Not Gifted)	# 12th Graders Retained	High School Completers (Certificate of Completion)	# Graduated with a Diploma	# 12tth Graders Enrolled	Maria Control of the	ESPANOLA PUBLIC SCHOOLS Summary
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# EOY 2015-2016 Graduation and High School Completers Validation Report

District: ESPANOLA PUBLIC SCHOOLS

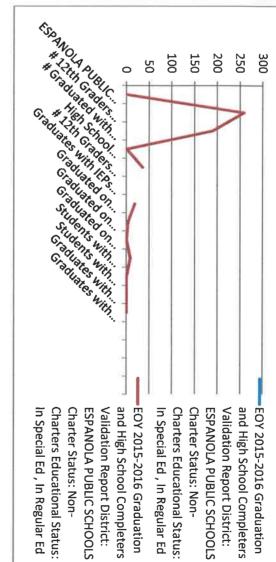
Charter Status: Non-Charters

Educational Status: In Special Ed, In Regular Ed



Graduates with Continuing IEP (GT)		Students with Transition IEP (T)	Students with Continuing IEP (C)	Graduated on Ability Option	Graduated on Career Option	Graduated on Standard Option	Graduates with IEPs (Not Gifted)	# 12th Graders Retained	High School Completers (Certificate of Completion)	# Graduated with a Diploma	# 12tth Graders Enrolled		ESPANOLA PUBLIC SCHOOLS Summary
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grad rute: 73%



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# EOY 2016-2017 Graduation and High School Completers Validation Report

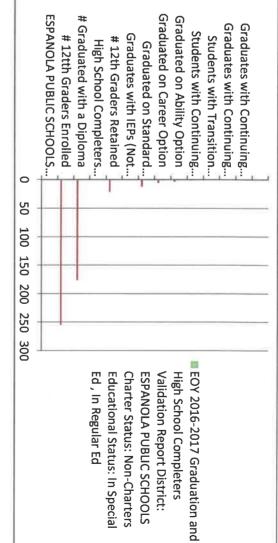
District: ESPANOLA PUBLIC SCHOOLS

Charter Status: Non-Charters

Educational Status: In Special Ed, In Regular Ed



ESPANOLA PUBLIC SCHOOLS Summary	Number
	Students
# 12tth Graders Enrolled	256
# Graduated with a Diploma	177
High School Completers (Certificate of Completion)	0
# 12th Graders Retained	22
Graduates with IEPs (Not Gifted)	TOTAL SECRETARING SECRETARIAN PART OF SECURITY AND
Graduated on Standard Option	13
Graduated on Career Option	6
Graduated on Ability Option	4
Students with Continuing IEP (C)	2
Students with Transition IEP (T)	1
Graduates with Continuing IEP (GC)	0
Graduates with Continuing IEP (GT)	1



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/eui.ped.state.nm.us/sites/stars/prod/Public Folders/eScholar Framework - Verify/District and Location Reports/Graduation Reports/EOY Graduation Validation Report.rdl

# EOY 2017-2018 Graduation and High School Completers Validation Report

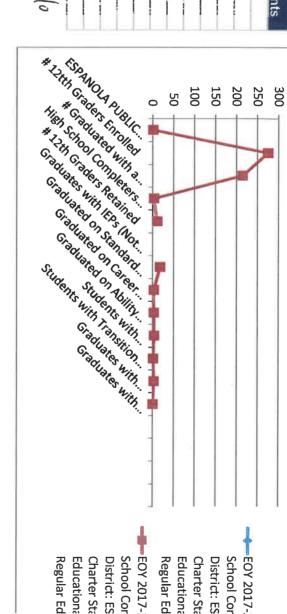
District: ESPANOLA PUBLIC SCHOOLS

**Charter Status: Non-Charters** 

Educational Status: In Special Ed, In Regular Ed



Graduates with Continuing IEP (GT)	Graduates with Continuing IEP (GC)	Students with Transition IEP (T)	Students with Continuing IEP (C)	Graduated on Ability Option	Graduated on Career Option	Graduated on Standard Option	Graduates with IEPs (Not Gifted)	# 12th Graders Retained	High School Completers (Certificate of Completion)	# Graduated with a Diploma	# 12tth Graders Enrolled		ESPANOLA PUBLIC SCHOOLS Summary
0	2	-	ω	2	2	17	Company of the Compan	10	2	213	274	Students	Number



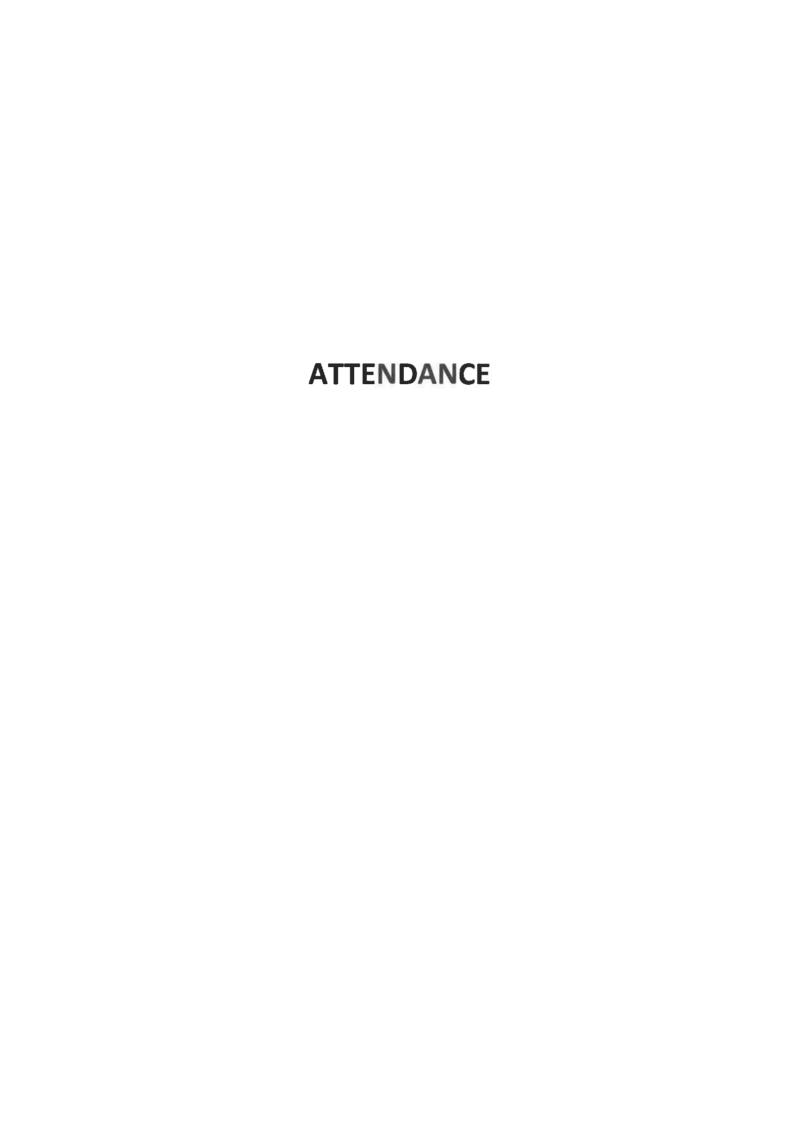
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### 3. Graduation

We had 15 Seniors Graduating in 2017-2018.

- 2 Navajo
- 1 Zuni
- 10 Ohkay Owingeh
- 2 Santa Clara
- 11 out of 15 will graduate for a 73% graduation rate for our American Indian population.
- 2015-2016 Graduation Rates for AI students was 40% District rate was 73 %
- 2016-2017 Graduation Rates for AI students was 40% District rate was 69%
- 2017-2018 Graduation Rates for AI students was 73% District Rate was 77%.



### 4. Attendance

**EPS Objective.** To ensure that all students attend school every day and are on time. This will be accomplished by supporting school initiatives by addressing a decrease in dropout rates and an increase in attendance.

**Background.** The compulsory School Attendance Rule (6.10.8.9 NMAC) does take into consideration the sovereignty of every Native American student. A set of policies is established with each identified entity in support of the culture of the students. The district continues to provide programs and strategies to meet the needs of our at-risk students to address the challenges of our students, by helping them stay in school.

**Methods.** The district works with Early Warning System to review chronic absenteeism. We are able to see the data by ethnicity, gender and tribal affiliation. Stars Reporting are certified on the 40<sup>th</sup>, 80<sup>th</sup> and 120<sup>th</sup> day. Students are considered habitually truant if they have a total of 10 or more full day, unexcused absences within a school year.

### Results.

 Our results continue to show that our Native American Students consistently have a lower attendance rates than other ethnicities. We are starting to see gains in using the Early Warning System, but there is more training, education and meetings with all stakeholders in order to be able to see a change.

**Conclusion.** There are many reasons for our students dropping out and not attending school. They participate in traditional activities, they are sick, many of our students stay home to take care of ailing parents or grandparents, someone needs to watch their siblings, they work and don't get up in time, these are a few of the reasons for non-attendance. Finally apathy towards education is a major factor as well.

### **Action Plan.**

- The Indian Education program will continue to work with the district school sites, Tribal
  Education Departments and parents to inform them of the importance of attending regularly
  so that they may graduate and become College and Career Ready.
- Meetings are held monthly and meetings are rotated among the pueblos we serve within the
   50 mile radius. In our case it's with Santa Clara Tribe and the Ohkay Owingeh tribe.

## **Attendance**

## Avg. Attendance Percentage was calculated

School Year: 2017-2018

District(s): ESPANOLA PUBLIC SCHOOLS

Snapshot Date: 2018-03-01 - 120D

Present Day Limit: 50



## Aggregate Level: DISTRICT

Attendance records not used in calculation include records where:

1. DAYS PRESENT <= 0 or missing (Error \*1 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)

 DAYS ENROLLED <= 0 or missing (Error \*2 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)

 DAYS PRESENT were greater than DAYS ENROLLED (Error \*3 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)

4. Grade Range Assigned to school not equals what was submitted (Error \*4 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)

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<sup>\*</sup> Estimate Only. AYP will include KN-12 STUDENTS at 40D, 80D and 120D submissions appropriate for the grades covered by a school. Schools with students in grade range KN-08 will only have attendance calculated for students in that range. Schools with students exclusively in grade range 09-11 will only have attendance calculated for students in that range. Therefore it is important to correct any attendance discrepancies. The

Run on: 7/20/2018 9:17:26 AM by: PEDEUI\\054.ricardo.sanchez eui.ped.state.nm.us/sites/stars/prod/Public Folders/eScholar Framework - Verify/District and Location Reports/Assessment/Attendance.rdl

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### **Habitual Truant Students by**

School Year: 2017-2018

all

**District Organization Types: State District** 

Location Organization Types: Home School, Public



Best viewed in Excel

School Level: Elementary School, High School, Junior High, Middle

District Name	Dist	Location Name	Enroll	Habitual	Percent	Unexcused
	Code		Count	Count	Habitual	Count
ESPANOLA PUBLIC SCHOOLS	055	** DISTRICT TOTAL	4,070.0	1,914.0	47.03%	3,598.0

### **Habitual Truant Students by**

School Year: 2017-2018

**District Organization Types: State District** 





Best viewed in Excel

School Level: Elementary School, High School, Junior High, Middle

District Name	Dist	Location Name	Enroll	Habitual	Percent	Unexcused
	Code		Count	Count	Habitual	Count
ESPANOLA PUBLIC SCHOOLS	1055	** DISTRICT TOTAL	4,070.0	258	.0 6.34%	459.0

### **Habitual Truant Students by**

School

District Organization Types: State District Location Organization Types: Public



Best viewed in Excel

School Level: Elementary School, High School, Junior High,

District	Dist	Location Name	Loc	Schoo	Enroll	Habitu	Percent	Unexcused
Name	Code		ID	1	Count	al	Habitual	Count
ESPAN	055	ABIQUIU ELEMENTARY	005	ES	147.0	64.0	43.54%	135.0
ESPAN	055	ALCALDE ELEMENTARY	015	ES	265.0	4.0	1.51%	91.0
<b>ESPAN</b>	055	CARLOS F. VIGIL MIDDLE	019	MS	602.0	332.0	55.15%	542.0
<b>ESPAN</b>	055	CHIMAYO ELEMENTARY	039	ES	164.0	14.0	8.54%	112.0
<b>ESPAN</b>	055	DIXON ELEMENTARY	042	ES	66.0	2.0	3.03%	52.0
ESPAN	055	ESPANOLA VALLEY HIGH	050	HS	1,046.0	794.0	75.91%	987.0
ESPAN	055	EUTIMIO SALAZAR ELEMENTARY	053	ES	466.0	242.0	51.93%	445.0
<b>ESPAN</b>	055	HERNANDEZ ELEMENTARY	059	ES	123.0	22.0	17.89%	113.0
ESPAN	055	JAMES RODRIGUEZ ELEMENTARY	048	ES	444.0	82.0	18.47%	384.0
<b>ESPAN</b>	055	LOS NINOS ELEMENTARY	142	ES	173.0	84.0	48.55%	151.0
ESPAN	055	SAN JUAN ELEMENTARY	144	ES	369.0	107.0	29.00%	325.0
<b>ESPAN</b>	055	TONY QUINTANA ELEMENTARY	145	ES	284.0	145.0	51.06%	258.0
<b>ESPAN</b>	055	VELARDE ELEMENTARY	169	ES	81.0	17.0	20.99%	52.0

# AYP Attendance Preview - Rolling Attendance - Summary

# Avg. Attendance Percentage was calculated with (KN-12) or All Grades in Schools

School Year: 2017-2018 District(s): ESPANOLA Snapshot Date: 2018-03-01 - 120D

Present Data Limit: 50

# Attendance records not used in calculation include records where:

- 1. DAYS PRESENT <= 0 or missing (Error \*1 See AYP Attendance Preview Rolling Attendance Detail for Students Records with errors)
- 2. DAYS ENROLLED <= 0 or missing (Error \*2 See AYP Attendance Preview Rolling Attendance Detail for Students Records with errors )

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			, 949,4484A	MAAdam :: 1 + dani + dana	december (clayed)	COMMON COMPRISACION COM							055	Code	District
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	93.73%	92.35%	95.20%	91.14%	96.41%	95.89%	93.33%	93.39%	99.05%	98.18%	97.13%	99.69%	93.67%	percentage	Rolling Avg Attendance
3482	52	247	321	69	366	88	414	905	54	127	528	192	119	Records	Snapshot Students With Attendance
0	0	0	0	0	0	0	0	0	0	0	0	0	0	Records ++	Snapshot Students Without Attendance
Venezione de azioni vana	0 KN06		0 KN06	O PKKN	0 0106	0 KN06	0 PK06	0 0912	0 KN06	0. KN06	0 0708	0 PK06	0 KN06	School	Grade Range Defined for
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Attendance - Summary.rdl /eui.ped.state.nm.us/sites/stars/prod/Public Folders/eScholar Framework - Verify/District and Location Reports/Assessment/AYP Attendance Preview - Rolling 1 of 2 Run on: 7/2

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

SCHOOL DISTRICT DISTRICT NAME YEAR CODE	The same of the sa	2017-2018   055   ESPA	2017-2018 055 ESPA	2017-2018 055 ESPA		2017-2018   055   ESPA	2017-2018   055   ESPA	2017-2018   055 ESPA	2017-2018   055   ESPA		2017-2018 055 ESPA	Manage Parties and Maria	055	2017-2018 055 FSPA	
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SUB GROUP		All Students	Male	Female	Caucasian	Hispanic	African-American	Asian/Pacific	Native American	Economically Disadvantaged	Non Economically	Disadvantaged	Students with Disabilities	Students without Disabilities	English Language
SUB GROUP		119	70	49	7	111	0	0		119	0		22	97	11
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School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

2017-2018		2017-2018		2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018		2017-2018
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Students with Disabilities	Economically Disadvantaged	Non	dvantaged	Economically	Native American	Asian/Pacific	African-American	Hispanic	Caucasian	Female	Male	All Students	K-3 Plus	Migrant	Title I - (S)	Title I - (T)	Title I - (T&S)	Language Leamers	Non English
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School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

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019	019	019	019	019	019	019	019	019	015	015	1015	015	015		015	THE PRINCE OF TH	015	ō
CARLOS F. VIGIL	CARLOS F. VIGIL	CARLOS F. VIGIL	CARLOS F. VIGIL	CARLOS F. VIGIL	CARLOS F. VIGIL	CARLOS F. VIGIL	CARLOS F. VIGIL	CARLOS F. VIGIL	ALCALDE ELEMENT	ALCALDE ELEMENT	ALCALDE ELEMENT	ALCALDE ELEMENT	ALCALDE ELEMENT		ALCALDE ELEMENT		ALCALDE ELEMENT	אר כארטה הרם אות א
Economically	Native American	Asian/Pacific	African-Americar	Hispanic	Caucasian	Female	Male	All Students	K-3 Plus	Migrant	Title I - (S)	Title I - (T)	Title I - (T&S)	Language Learners	Non English	Language Learners	English	Disabilities
528	36			471	19	257	271	528	0	0	206	0	206		182		24	1/3
100 528	6.82 528	0.19 528	0 528	89.2 528	3.6 528	48.67 528	51.33 528	100 528	0 206	0 206	100,206	0-206	100 206		88.35 206		11.65 206	83.98,206
	055 ESPANOLA 019 CARLOS F. VIGIL Economically 528	055 ESPANOLA 019 CARLOS F. VIGIL Native American 36 6  055 ESPANOLA 019 CARLOS F. VIGIL Economically 528  Disadvantaged	055     ESPANOLA     019     CARLOS F. VIGIL     Asian/Pacific     1       055     ESPANOLA     019     CARLOS F. VIGIL     Native American     36       055     ESPANOLA     019     CARLOS F. VIGIL     Economically     528       055     Disadvantaged	055     ESPANOLA     019     CARLOS F. VIGIL     African-American   0       055     ESPANOLA     019     CARLOS F. VIGIL     Asian/Pacific     1     0.       055     ESPANOLA     019     CARLOS F. VIGIL     Native American   36     6.       055     ESPANOLA     019     CARLOS F. VIGIL     Economically   528     1       055     ESPANOLA     019     CARLOS F. VIGIL     Disadvantaged	055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471         89           055         ESPANOLA         019         CARLOS F. VIGIL         African-American         0           055         ESPANOLA         019         CARLOS F. VIGIL         Asian/Pacific         1         0.           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36         6.           055         ESPANOLA         019         CARLOS F. VIGIL         Economically         528         1           055         ESPANOLA         019         CARLOS F. VIGIL         Disadvantaged         1	055     ESPANOLA     019     CARLOS F. VIGIL     Caucasian     19       055     ESPANOLA     019     CARLOS F. VIGIL     Hispanic     471       055     ESPANOLA     019     CARLOS F. VIGIL     African-American     0       055     ESPANOLA     019     CARLOS F. VIGIL     Native American     36       055     ESPANOLA     019     CARLOS F. VIGIL     Economically     528       055     ESPANOLA     019     CARLOS F. VIGIL     Economically     528	055         ESPANOLA         019         CARLOS F. VIGIL         Female         257           055         ESPANOLA         019         CARLOS F. VIGIL         Caucasian         19           055         ESPANOLA         019         CARLOS F. VIGIL         African-American         0           055         ESPANOLA         019         CARLOS F. VIGIL         Asian/Pacific         1           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Economically         528           055         ESPANOLA         019         CARLOS F. VIGIL         Disadvantaged         528	055         IESPANOLA         019         CARLOS F. VIGIL         Male         271           055         ESPANOLA         019         CARLOS F. VIGIL         Female         257           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471           055         ESPANOLA         019         CARLOS F. VIGIL         African-American         0           055         ESPANOLA         019         CARLOS F. VIGIL         Asian/Pacific         1           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Economically         528           055         ESPANOLA         019         CARLOS F. VIGIL         Disadvantaged	055         ESPANOLA         019         CARLOS F. VIGIL         All Students         528           055         IESPANOLA         019         CARLOS F. VIGIL         Male         271           055         ESPANOLA         019         CARLOS F. VIGIL         Female         257           055         ESPANOLA         019         CARLOS F. VIGIL         Caucasian         19           055         ESPANOLA         019         CARLOS F. VIGIL         African-American         0           055         ESPANOLA         019         CARLOS F. VIGIL         Asian/Pacific         1           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36	055         ESPANOLA         015         ALCALDE ELEMENT         K-3 Plus         0           055         ESPANOLA         019         CARLOS F. VIGIL         All Students         528           055         ESPANOLA         019         CARLOS F. VIGIL         Male         271           055         ESPANOLA         019         CARLOS F. VIGIL         Female         257           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471           055         ESPANOLA         019         CARLOS F. VIGIL         African-American         0           055         ESPANOLA         019         CARLOS F. VIGIL         Asian/Pacific         1           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36	055         ESPANOLA         015         ALCALDE ELEMENT         Migrant         0           055         ESPANOLA         015         ALCALDE ELEMENT         K-3 Plus         0           055         ESPANOLA         019         CARLOS F. VIGIL         All Students         528           055         ESPANOLA         019         CARLOS F. VIGIL         Male         271           055         ESPANOLA         019         CARLOS F. VIGIL         Female         257           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471           055         ESPANOLA         019         CARLOS F. VIGIL         African-American         0           055         ESPANOLA         019         CARLOS F. VIGIL         Asian/Pacific         1           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36	055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Migrant         0           055         ESPANOLA         015         ALCALDE ELEMENT         Migrant         0           055         ESPANOLA         019         CARLOS F. VIGIL         All Students         528           055         ESPANOLA         019         CARLOS F. VIGIL         Female         257           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471           055         ESPANOLA         019         CARLOS F. VIGIL         African-American         0           055         ESPANOLA         019         CARLOS F. VIGIL         Asian/Pacific         1           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36	055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T)         0           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Migrant         0           055         ESPANOLA         019         ALCALDE ELEMENT         K-3 Pius         0           055         ESPANOLA         019         CARLOS F. VIGIL         All Students         528           055         ESPANOLA         019         CARLOS F. VIGIL         Male         271           055         ESPANOLA         019         CARLOS F. VIGIL         Caucasian         19           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471           055         ESPANOLA         019         CARLOS F. VIGIL         African-American         0           055         ESPANOLA         019         CARLOS F. VIGIL         Asian/Pacific         1           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         0           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         1           <	055         ESPANOLA         015         IALCALDE ELEMENT         Title I - (T&S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T)         0           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Migrant         0           055         ESPANOLA         019         CARLOS F. VIGIL         Male         271           055         ESPANOLA         019         CARLOS F. VIGIL         Male         257           055         ESPANOLA         019         CARLOS F. VIGIL         Male         257           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471           055         ESPANOLA         019         CARLOS F. VIGIL         African-American         0           055         ESPANOLA         019         CARLOS F. VIGIL         Asian/Pacific         1           055         ESPANOLA         019         CARLOS F. VIGIL         Native American         36           055	Language   Language   Learners	055         ESPANOLA         015         ALCALDE ELEMENT         Non English         182           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T&S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T&S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T&S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T&S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T&S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T&S)         206           055         ESPANOLA         019         CARLOS F. VIGIL         Male         271           055         ESPANOLA         019         CARLOS F. VIGIL         Male         257           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471           055         ESPANOLA         019         CARLOS F. VIGIL         Asian/Pacific         1           055         ESPANOLA         019         CARLOS F. VIGIL         Asian/Pacific         1 <td>  Language   Language</td> <td>055         ESPANOLA         015         ALCALDE ELEMENT         English         24           055         ESPANOLA         015         ALCALDE ELEMENT         Language         Language           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T8S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T9S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T9S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T9S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T9S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Migrant         0           055         ESPANOLA         019         CARLOS F. VIGIL         Mistudents         528           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         271           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471</td>	Language   Language	055         ESPANOLA         015         ALCALDE ELEMENT         English         24           055         ESPANOLA         015         ALCALDE ELEMENT         Language         Language           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T8S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T9S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T9S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T9S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Title I - (T9S)         206           055         ESPANOLA         015         ALCALDE ELEMENT         Migrant         0           055         ESPANOLA         019         CARLOS F. VIGIL         Mistudents         528           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         271           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471           055         ESPANOLA         019         CARLOS F. VIGIL         Hispanic         471

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

0	Asian/Pacific	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
5	African-American	CHIMAYO ELEMENT	1039	ESPANOLA	055	2017-2018
124	Hispanic	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
0	Caucasian	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
65	Female	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
62	Male	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
127	All Students	CHIMAYO ELEMENT	039	ESPANOLA	,055	2017-2018
ŏ	K-3 Plus	CARLOS F. VIGIL	019	ESPANOLA	055	2017-2018
0	Migrant	CARLOS F, VIGIL	019	ESPANOLA	055	2017-2018
528	Title I - (S)	CARLOS F. VIGIL	019	ESPANOLA	055	2017-2018
0	Title I - (T)	CARLOS F. VIGIL	019	ESPANOLA	055	2017-2018
528	Title I - (T&S)	CARLOS F. VIGIL	019	ESPANOLA	055	2017-2018
	Learners		and the state of			
- Aller	language	1				
472	Non English	CARLOS F. VIGIL	019	ESPANOLA	055	2017-2018
	Language					
56	English	CARLOS F, VIGIL	019	ESPANOLA	055	2017-2018
	Disabilities				-	
ıt .463	Students without	CARLOS F. VIGIL	019	ESPANOLA	055	2017-2018
65	Students with Disabilities	CARLOS F. VIGIL	019	ESPANCLA	055	8102-7102
	Disadvantaged	WWW.WWW. WY.THO. V.PF-WOOMVOOLD-WOODS-WAND-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS-WOODS	Activities of the control of the con	CONTRACTOR	ALL N. MARKET T. STARK SW. W.	
	Economically					
C	Non	CARLOS F. VIGIL	019	ESPANOLA	055	2017-2018

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

C Education Department

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

34	44.44 54	Caucasian 24	IDIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
4		Female 20	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
4	Sī	Male 28	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
4	4 100 54	All Students 5	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
27	0 127	K-3 Plus 10	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
27		Migrant 0	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
27	127 100 127	Title I - (S) 12	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
27	0 1	Title I - (T)   0	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
27	127 100 127	Title I - (T&S)   12	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
		Language Leamers			WH PAY NO MANAGEMENTALISM IS TO THE TAX OFFICE OF THE PROPERTY.		W WENT : LINES AND THE PARTY OF
127	112 88.19 127	Non English 1	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
		Language Leamers	5		We what to	- DEC   MAC	2224
27	5 11.81 127	English 15	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
		Disabilities			when had waren	er de debende i j	et conference à d'Altric Va
127	106 83.46 127	Students without 10	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
127	16.54 127	Students with 21 Disabilities	CHIMAYO ELEMENT	039	ESFANCEA	CCO	2017-2010
ACCOUNTAGE OF THE PARTY OF THE	***************************************	d					2040
		Economically				-	
127	0 127	Non 0	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
	_	ä.			MANAGE STATES AND ADDRESS OF THE PARKET STATES OF T	*	MANAGED ENGINEERING MANAGED IN THE CO.
27	127 100 127	Economically 1	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018
127	0.79 127	Native American 1	CHIMAYO ELEMENT	039	ESPANOLA	055	2017-2018

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Education Department

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

0 54	10	K-3 Plus	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
0.54	10	Migrant	DIXON ELEMENTAR	042	ESPANOLA	055	
100 54	54	Title I - (S)	DIXON ELEMENTAR	042	ESPANOLA	055	9
0.54	0	Title I - (T)	DIXON ELEMENTAR	042	ESPANOLA	055	1
100 54	54	Title I - (T&S)	IDIXON ELEMENTAR	042	ESPANOLA	055	1
		Language Learners		- T-	And where the create processes consistent the same		The second second second
96.3 54	52	Non English	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
		Learners			PROFESSOR AND	*** *** *** **************************	PRINCIPAL PROPERTY.
was a	_	Language				Managerick (An	
3.7 54	2	English	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
	and sales to	Disabilities					
79.63.54	ıt  43	Students without	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
		Disabilities	THE TAX IS A CONTINUE OF THE TAX IS A CONTINUE		WHAT SERVICE STATES STATES AND SERVICES		With Classical Control
20.37 54	11	Students with	DIXON ELEMENTAR	:042	ESPANOLA	055	2017-2018
		Disadvantaged			ANNE LANC. II IN MANAMENTER, TYPE STREET, SPOKKER, MYNN WAN	-	JAH SAMASA MANANAMA MANANAMA MANANAMA
and a second	Thursday July	Economically		_		•	
0.54	0	Non	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
		Disadvantaged		Alteria Arabitat change	A SAME V. MARRIER CONTROL OF CONT		
100 54	54	Economically	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
U 54		Native American		045	[	000	.010
	1	N		Were sevent and and properties	ECDANIOI A	055	2017_2018
0.54	0	Asian/Pacific	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
0 54		African-American	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018
55.56 54	30	lHispanic	DIXON ELEMENTAR	042	ESPANOLA	055	2017-2018

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

89.83 905 14.14 905 85.86 905	128	Language				-	
89.83 905 14.14 905 85.86 905	128		_		-	Creat of Assess	
89.83 905 14.14 905	128	Non English	ESPANOLA VALLEY	050	ESPANOLA	055	2017-2018
89.83 905	128	Language Learners			3 July 196 3 July 197		
89.83 905		English	ESPANOLA VALLEY	050	ESPANOLA	055	2017-2018
80 83 005	Č	Disabilities				(	
300	813	Students without	ESPANOI A VAI I FY	1050	IESPANOLA	055	2017-2018
10 17 005	92	Students with Disabilities	ESPANOLA VALLEY	050	ESPANOLA	055	2017-2018
		Disadvantaged		- Marine			
0.905	0	Non	ESPANOLA VALLEY	050	ESPANOLA	055	2017-2018
-		Disadvantaged					
100 905	905	Economically	ESPANOLA VALLEY	050	ESPANOLA	055	2017-2018
5.97 905	54	Native American	ESPANOLA VALLEY	050	ESPANOLA	055	2017-2018
1.1 905	10	Asian/Pacific	ESPANOLA VALLEY	050	ESPANOLA	055	2017-2018
0.33 905	n 3	African-American	ESPANOLA VALLEY	050	ESPANOLA	055	2017-2018
87.29,905	790	Hispanic	ESPANOLA VALLEY	050	ESPANOLA	055	2017-2018
5.3 905	48	Caucasian	ESPANOLA VALLEY	.050	ESPANOLA	055	2017-2018
50.17 905	454	Female	ESPANOLA VALLEY	'050	ESPANOLA	055	2017-2018
49.83 905	451	Male	ESPANOLA VALLEY	050	ESPANOLA	055	2017-2018
100.905	905	All Students	ESPANOLA VALLEY	050	ESPANOLA	055	2017-2018

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018
055	055	055	055	055	055	055	055	055	055	055	055	055	055	055	055
ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA	ESPANOLA
053	053	053	053	053	053	053	053	053	053	053	053	050	050	050	050
EUTIMIO SALAZAR	EUTIMIO SALAZAR	EUTIMIO SALAZAR	EUTIMIO SALAZAR	EUTIMIO SALAZAR	EUTIMIO SALAZAR	EUTIMIO SALAZAR	EUTIMIO SALAZAR	EUTIMIO SALAZAR	EUTIMIO SALAZAR	EUTIMIO SALAZAR	EUTIMIO SALAZAR	ESPANOLA VALLEY	ESPANOLA VALLEY	ESPANOLA VALLEY	ESPANOLA VALLEY
Students without Disabilities	Students with Disabilities	Non Economically Disadvantaged	Economically Disadvantaged	Native American	Asian/Pacific	African-American	Hispanic	Caucasian	Female	Male	All Students	K-3 Plus	Migrant	Title I - (S)	Title I - (T)
365	69	0	434	œ	5		386	33	214	220	434	0	0	905	0
84.1 434	15.9.434	0 434	100:434	1.84 434	1.15 434	0.23 434	88.94 434	7.6 434	49.31 434	50.69 434	100 434	0 905	0 905	100 905	0.905
	055 ESPANOLA 053 EUTIMIO SALAZAR Students without 365 Disabilities	055 ESPANOLA 053 EUTIMIO SALAZAR Students with 69  055 ESPANOLA 053 EUTIMIO SALAZAR Students without 365  Disabilities Disabilities	055 ESPANOLA 053 EUTIMIO SALAZAR INon 0  Economically Economically Disadvantaged Disadvantaged Disabilities  055 ESPANOLA 053 EUTIMIO SALAZAR Students with 69 15  ESPANOLA 053 EUTIMIO SALAZAR Students without 365 84	055 ESPANOLA 053 EUTIMIO SALAZAR Economically Disadvantaged 055 ESPANOLA 053 EUTIMIO SALAZAR Non Economically Disadvantaged Disadvantaged 055 ESPANOLA 053 EUTIMIO SALAZAR Students with 69 15 055 ESPANOLA 053 EUTIMIO SALAZAR Students without 365 84	055       ESPANOLA       053       EUTIMIO SALAZAR       Native American       8         055       ESPANOLA       053       EUTIMIO SALAZAR       Economically Disadvantaged       434         055       ESPANOLA       053       EUTIMIO SALAZAR       Non Economically Disadvantaged       0         055       ESPANOLA       053       EUTIMIO SALAZAR       Students with 69       69         055       ESPANOLA       053       EUTIMIO SALAZAR       Students without Disabilities       69         055       ESPANOLA       053       EUTIMIO SALAZAR       Students without Disabilities       69	055     ESPANOLA     053     EUTIMIO SALAZAR     Asian/Pacific     5     1.7       055     ESPANOLA     053     EUTIMIO SALAZAR     Native American     8     1.8       055     ESPANOLA     053     EUTIMIO SALAZAR     Economically Disadvantaged     434     10       055     ESPANOLA     053     EUTIMIO SALAZAR     Non Economically Disadvantaged     0     15       055     ESPANOLA     053     EUTIMIO SALAZAR Disabilities     Students with Oisabilities     69     15       055     ESPANOLA     053     EUTIMIO SALAZAR Disabilities     Students without Disabilities     84	055       ESPANOLA       053       EUTIMIO SALAZAR       Áfrican-American       1         055       ESPANOLA       053       EUTIMIO SALAZAR       Asian/Pacific       5         055       ESPANOLA       053       EUTIMIO SALAZAR       Native American       8         055       ESPANOLA       053       EUTIMIO SALAZAR       Economically Disadvantaged       434         055       ESPANOLA       053       EUTIMIO SALAZAR       Non Economically Disadvantaged       0         055       ESPANOLA       053       EUTIMIO SALAZAR Students with       69         055       ESPANOLA       053       EUTIMIO SALAZAR Students without       365	055       ESPANOLA       053       EUTIMIO SALAZAR       Hispanic       386         055       ESPANOLA       053       EUTIMIO SALAZAR       African-American       1         055       ESPANOLA       053       EUTIMIO SALAZAR       Asian/Pacific       5         055       ESPANOLA       053       EUTIMIO SALAZAR       Native American       8         055       ESPANOLA       053       EUTIMIO SALAZAR       Economically Disadvantaged       434         055       ESPANOLA       053       EUTIMIO SALAZAR       Non Economically Disadvantaged       0         055       ESPANOLA       053       EUTIMIO SALAZAR       Students without Disabilities       69         055       ESPANOLA       053       EUTIMIO SALAZAR Disabilities       Students without Disabilities       365	055       ESPANOLA       053       EUTIMIO SALAZAR       Caucasian       33         055       ESPANOLA       053       EUTIMIO SALAZAR       Hispanic       386       8         055       ESPANOLA       053       EUTIMIO SALAZAR       African-American       1       8         055       ESPANOLA       053       EUTIMIO SALAZAR       Native American       8         055       ESPANOLA       053       EUTIMIO SALAZAR       Economically       434         055       ESPANOLA       053       EUTIMIO SALAZAR       Non       Economically       0         055       ESPANOLA       053       EUTIMIO SALAZAR       Students with       69         055       ESPANOLA       053       EUTIMIO SALAZAR       Students without       365         055       ESPANOLA       053       EUTIMIO SALAZAR       Students without       365	055         ESPANOLA         053         EUTIMIO SALAZAR         Female         214           055         ESPANOLA         053         EUTIMIO SALAZAR         Caucasian         33           055         ESPANOLA         053         EUTIMIO SALAZAR         Hispanic         386           055         ESPANOLA         053         EUTIMIO SALAZAR         African-American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         434           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         0           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         0           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         0           055         ESPANOLA         053         EUTIMIO SALAZAR         Students with         69           055         ESPANOLA         053         EUTIMIO SALAZAR         Students with         69           055         ESPANOLA	055         ESPANOLA         053         EUTIMIO SALAZAR         Male         220           055         ESPANOLA         053         EUTIMIO SALAZAR         Female         214           055         ESPANOLA         053         EUTIMIO SALAZAR         Caucasian         33           055         ESPANOLA         053         EUTIMIO SALAZAR         Hispanic         386           055         ESPANOLA         053         EUTIMIO SALAZAR         African-American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Nonomically         434           055         ESPANOLA         053         EUTIMIO SALAZAR         Nonomically         0           055         ESPANOLA         053         EUTIMIO SALAZAR         Students with         69           055         ESPANOLA         053         EUTIMIO SALAZAR         Students without         365           055         ESPANOLA         053         EUTIMIO SALAZAR         Students without         69 <td>055         ESPANOLA         053         EUTIMIO SALAZAR         All Students         434           055         ESPANOLA         053         EUTIMIO SALAZAR         Male         220           055         ESPANOLA         053         EUTIMIO SALAZAR         Female         214           055         ESPANOLA         053         EUTIMIO SALAZAR         Hispanic         386           055         ESPANOLA         053         EUTIMIO SALAZAR         African-American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Asian/Pacific         5           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         Disadvantaged           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         0           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         0           055         ESPANOLA         053         EUTIMIO SALAZAR         Students with object with object with object with object with object with obj</td> <td>055         ESPANOLA         050         ESPANOLA VALLEY         K-3 Pius         0           055         ESPANOLA         053         EUTIMIO SALAZAR         All Students         434           055         ESPANOLA         053         EUTIMIO SALAZAR         Male         220           055         ESPANOLA         053         EUTIMIO SALAZAR         Female         214           055         ESPANOLA         053         EUTIMIO SALAZAR         Hispanic         386           055         ESPANOLA         053         EUTIMIO SALAZAR         Affican-American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Asian/Pacific         5           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         0           055         ESPANOLA         053         EUTIMIO SALAZAR         Students without         0</td> <td>055         ESPANOLA         050         ESPANOLA VALLEY         Migrant         0           055         ESPANOLA         050         ESPANOLA VALLEY         K-3 Plus         0           055         ESPANOLA         053         EUTIMIO SALAZAR         All Students         434           055         ESPANOLA         053         EUTIMIO SALAZAR         Malle         220           055         ESPANOLA         053         EUTIMIO SALAZAR         Hispanic         33           055         ESPANOLA         053         EUTIMIO SALAZAR         African-American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Alian/Pacific         5           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         Economically           055         ESPANOLA         053         EUTIMIO SALAZAR         Students with out         69</td> <td>055         ESPANOLA         060         ESPANOLA VALLEY         Title I - (S)         905           1055         ESPANOLA         060         ESPANOLA VALLEY         Migrant         0           1055         ESPANOLA         060         ESPANOLA VALLEY         Migrant         0           055         ESPANOLA         053         EUTIMIO SALAZAR         All Students         2434           1055         ESPANOLA         053         EUTIMIO SALAZAR         Male         214           055         ESPANOLA         053         EUTIMIO SALAZAR         Caucasian         33           055         ESPANOLA         053         EUTIMIO SALAZAR         Hispanic         386           055         ESPANOLA         053         EUTIMIO SALAZAR         Asian/Pacific         5           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         5           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         0</td>	055         ESPANOLA         053         EUTIMIO SALAZAR         All Students         434           055         ESPANOLA         053         EUTIMIO SALAZAR         Male         220           055         ESPANOLA         053         EUTIMIO SALAZAR         Female         214           055         ESPANOLA         053         EUTIMIO SALAZAR         Hispanic         386           055         ESPANOLA         053         EUTIMIO SALAZAR         African-American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Asian/Pacific         5           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         Disadvantaged           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         0           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         0           055         ESPANOLA         053         EUTIMIO SALAZAR         Students with object with object with object with object with object with obj	055         ESPANOLA         050         ESPANOLA VALLEY         K-3 Pius         0           055         ESPANOLA         053         EUTIMIO SALAZAR         All Students         434           055         ESPANOLA         053         EUTIMIO SALAZAR         Male         220           055         ESPANOLA         053         EUTIMIO SALAZAR         Female         214           055         ESPANOLA         053         EUTIMIO SALAZAR         Hispanic         386           055         ESPANOLA         053         EUTIMIO SALAZAR         Affican-American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Asian/Pacific         5           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         0           055         ESPANOLA         053         EUTIMIO SALAZAR         Students without         0	055         ESPANOLA         050         ESPANOLA VALLEY         Migrant         0           055         ESPANOLA         050         ESPANOLA VALLEY         K-3 Plus         0           055         ESPANOLA         053         EUTIMIO SALAZAR         All Students         434           055         ESPANOLA         053         EUTIMIO SALAZAR         Malle         220           055         ESPANOLA         053         EUTIMIO SALAZAR         Hispanic         33           055         ESPANOLA         053         EUTIMIO SALAZAR         African-American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Alian/Pacific         5           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Non         Economically           055         ESPANOLA         053         EUTIMIO SALAZAR         Students with out         69	055         ESPANOLA         060         ESPANOLA VALLEY         Title I - (S)         905           1055         ESPANOLA         060         ESPANOLA VALLEY         Migrant         0           1055         ESPANOLA         060         ESPANOLA VALLEY         Migrant         0           055         ESPANOLA         053         EUTIMIO SALAZAR         All Students         2434           1055         ESPANOLA         053         EUTIMIO SALAZAR         Male         214           055         ESPANOLA         053         EUTIMIO SALAZAR         Caucasian         33           055         ESPANOLA         053         EUTIMIO SALAZAR         Hispanic         386           055         ESPANOLA         053         EUTIMIO SALAZAR         Asian/Pacific         5           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         1           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         5           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         8           055         ESPANOLA         053         EUTIMIO SALAZAR         Native American         0

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Education Department

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

		Disabilities					
_	6	Students with	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
		Economically Disadvantaged	u i				
	0	Non	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
		Disadvantaged	The state of the s	Control of the Contro	THE CAME SHAPE STATE STATES STATES AND ASSESSED STATES AND ASSESSED STATES ASSESSED ASSESSEDANCE ASSESSED ASSESSED ASSES	AMCCOUNT TOWNSONS OF	The state of the s
Manage on just	88	Economically	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
	- 1	Native American	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
	0	Asian/Pacific	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
		African-American	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
	82	Hispanic	HERNANDEZ ELEME	1059	ESPANOLA	055	2017-2018
	4	Caucasian	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
_	44	Female	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
	44	Male	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
	88	All Students	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
	0	K-3 Plus	EUTIMIO SALAZAR	053	ESPANOLA	055	2017-2018
	0	Migrant	EUTIMIO SALAZAR	053	ESPANOLA	055	2017-2018
	434	Title I - (S)	EUTIMIO SALAZAR	053	ESPANOLA	055	2017-2018
	0	Title I - (T)	EUTIMIO SALAZAR	053	ESPANOLA	055	2017-2018
	434	Title I - (T&S)	EUTIMIO SALAZAR	053	ESPANOLA	055	2017-2018
		Learners					
		Language			-		
	340	Non English	EUTIMIO SALAZAR	053	ESPANOLA	055	2017-2018

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Education Department

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

100 366	366	Economically Disadvantaged	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
6.56 366	24	Native American	JAMES RODRIGUEZ	1048	ESPANOLA	055	2017-2018
1.09 366	4	Asian/Pacific	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
0.27 366		African-American	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
86.89 3	318	Hispanic	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
5.19 3	19	Caucasian	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
53.28 3	195	Female	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
46.72 3	171	Male	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
100 366	366	All Students	JAMES RODRIGUEZ	048	IESPANOLA	055	2017-2018
0:88	0	K-3 Plus	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
0 8	0	Migrant	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
100 88	88	Title I - (S)	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
0:8	0	Title I - (T)	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
100 88	88	Title I - (T&S)	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
		Language Learners		200.000	MANAGEMENT TOTAL CONTRACTOR OF THE PROPERTY OF	- Company	
68.18 88	60	Non English	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
		Language Learners				1	Proceedia
31.82 88	28	English	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018
93.18 88	82	Students without Disabilities	HERNANDEZ ELEME	059	ESPANOLA	055	2017-2018

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Education Department

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

	144	1.39 144	2	Asian/Pacific	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	144	0	n 0	African-American	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	144	92.36 144	133	Hispanic	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	144	2.78	4	Caucasian	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	144	42.36	61	Female	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	144	57.64	83	Male	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	144	100	144	All Students	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	366	0,	0	K-3 Plus	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
	0.366	0	0	Migrant	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
	100 366	100	366	Title I - (S)	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
	0 366	0	0	Title I - (T)	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
	366	100	366	Title I - (T&S)	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
			Parties Production	Language			_		
	366	87.98 366	322	Non English	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
_				Language Learners					
	366	12.02 366	44	English	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
				Disabilities				•	
	366	87.16,366	319	Students without	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018
	000	12.04	1	Disabilities	SOMEON	d			
-	386	10 01	47	Students with	IAMES BODBIGHEZ	048	ESPANOI A	1055	2017-2018
				Disadvantaged				•	
	0 366	0	0	Non	JAMES RODRIGUEZ	048	ESPANOLA	055	2017-2018

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

e Education Department

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

	3.12,321	10	Caucasian	ISAN JUAN ELEMEN	144	ESPANOLA	055	2017-2018
	56.07 321	180	Female	SAN JUAN ELEMEN	144	ESPANOLA	055	2017-2018
	43.93 321	141	Male	SAN JUAN ELEMEN	:144	ESPANOLA	055	2017-2018
	100 321	321	All Students	SAN JUAN ELEMEN	,144	ESPANOLA	055	2017-2018
	0 144	0	K-3 Plus	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	0 144	0	Migrant	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	100 144	144	Title I - (S)	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	0 144	0	Title I - (T)	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	100,144	144	Title I - (T&S)	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
			Learners			A THE A THREAD BOOK TO COME TO COME A THREAD A T	-	
	denotate to		Language		and the Park of the		•	. 10
	82.64 144	119	Non English	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
non dis v salandar			Learners					William Commence of the Commen
	n iyo qaban uni		Language					•
	17.36.144	25	English	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
			Cladollingo					
	56.25 144	0.	Students without	LOS NINOS ELEME	142	ESPANOLA	USS	2017-2018
		PR. JAN PROPERTY NAMED IN COLUMN 2007	Disabilities	143. deleta 1 deceletado		1 %	1	
	43.75 144	63	Students with	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
			Disadvantaged	A Commence of the commence of	CONT. STORY TON IN A CHARGE THE METHOD	NY PASK TYNYE AN ALEKTRININA DI JACK.		AND IN THE PARTY OF THE PARTY O
	de serti se ana		Economically		dellas Pel			
	0 144	0	Non	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
			Disadvantaged			NAME OF TAXABLE PARTY O	THE PERSON AND THE PE	WASSERSHOOM : INCOMMEND 3 for 1750.
	100 144	144	Economically	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018
	3.47 144	5	Native American	LOS NINOS ELEME	142	ESPANOLA	055	2017-2018

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Education Department

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

0 321	Ö	K-3 Plus	SAN JUAN ELEMEN	144	ESPANOLA	055	2017-2018
0.321	0	Migrant	SAN JUAN ELEMEN	144	ESPANOLA	055	2017-2018
100 321	321	;Title I - (S)	SAN JUAN ELEMEN	.144	ESPANOLA	055	2017-2018
0,321	0	Title I - (T)	SAN JUAN ELEMEN	1144	ESPANOLA	055	2017-2018
100 321	321	Title I - (T&S)	SAN JUAN ELEMEN	144	ESPANOLA	055	2017-2018
	me in trans	Language Learners					
82.24 321	264	Non English	SAN JUAN ELEMEN	1144	ESPANOLA	055	2017-2018
and and an and an	man and and and and and and and and and a	Language Learners		No. Lance Lance Control of the	THE PROPERTY AND THE PROPERTY IS NOT THE PROPERTY IS		A DODGE IN ANGELIES MAIN OF DOGGE
17.76 321	57	English	ISAN JUAN ELEMEN	144	ESPANOLA	055	2017-2018
	•	Disabilities					
88.79 321	285	Students without	SAN JUAN ELEMEN	144	ESPANOLA	055	2017-2018
11.21 321	36	Students with Disabilities	SAN JUAN ELEMEN	144	ESPANOLA	1055	2017-2018
		Economically Disadvantaged		Property of the Property of th	Achieve Vancianassa dal cultura despuestos	P0001011-1400001-141-141-141-141-141-141-	MWGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG
0,321	0	Non	SAN JUAN ELEMEN	1144	ESPANOLA	055	2017-2018
32	02	Disadvantaged		The state of the s	A-CAA II (PROMOTERE'S AND SOMOORESONESS SENSITIVE)	Annua at the	PO - O - O
100.331	301	Economically	SAN IIIAN EI EMEN	144	ESPANOI A	055	2017-2018
24.61 321	79	Native American	SAN JUAN ELEMEÑ	144	ESPANOLA	055	2017-2018
0.321	0	Asian/Pacific	SAN JUAN ELEMEN	144	ESPANOLA	055	2017-2018
0]321	0	African-American	SAN JUAN ELEMEN	144	ESPANOLA	055	2017-2018
72.27 321	232	Hispanic	SAN JUAN ELEMEN	144	ESPANOLA	.055	2017-2018

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Education Department

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

100 247	247	Title I - (T&S)	TONY QUINTANA E	145	ESPANOLA	055	2017-2018
76,52;247	189	Non English Language Learners	TONY QUINTANA E	145	ESPANOLA	Obb	NETWORK AND PART AND
	ANTENDEDICACETAMAN	Language	THE THE PROPERTY OF INTERPRETATION OF THE PROPERTY OF THE PROP	perfection and settings of a setting of the setting	ec.re has people oppose (s).		
23.48 247	58	English	TONY QUINTANA E	1145	ESPANOLA	055	2017-2018
2040		Disabilities			III OGGANA MANAN NI SECTIONA PARAN A		Week Day (nacesprending) (MM) (M) (M) (M)
86.23 247	213	Students without	TONY QUINTANA E	145	ESPANOLA	055	2017-2018
13.77 247	34	Students with Disabilities	TONY QUINTANA E	145	ESPANOLA	055	2017-2018
		Economically Disadvantaged			The state of the s		DODDINAL V. CECCOLOGIC
0 247	0	Non	TONY QUINTANA E	1145	ESPANOLA	055	2017-2018
		Disadvantaged		Add. Par. T. William Cont. of the parameter.	WATER PRESIDENTIAL PROPERTY AND AND ADDRESS OF THE PROPERTY ADDRESS OF THE PROPERTY AND ADDRESS OF THE PROPERTY ADDRESS OF THE		W. Wednesdown mannersharp
100 247	247	Economically	TONY QUINTANA E	145	ESPANOLA	055	2017-2018
2.02 247	<b>C</b> I	Native American	TONY QUINTANA E	145	ESPANOLA	055	2017-2018
1.21 247	3	Asian/Pacific	TONY QUINTANA E	145	ESPANOLA	055	2017-2018
0.81 247	2	'African-American	TONY QUINTANA E	145	ESPANOLA	055	2017-2018
89.88 247	222	Hispanic	TONY QUINTANA E	145	ESPANOLA	055	2017-2018
6.07 247	15	Caucasian	TONY QUINTANA E	145	ESPANOLA	055	2017-2018
52.23 247	129	Female	TONY QUINTANA E	145	ESPANOLA	055	2017-2018
47.77 247	118	Male	TONY QUINTANA E	145	ESPANOLA	055	2017-2018
100 247	247	All Students	TONY QUINTANA E	145	ESPANOLA	055	2017-2018

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Education Department

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

English Language
Students without Disabilities
Students with Disabilities
Non Economically Disadvantaged
Economically Disadvantaged
Native American
Asian/Pacific
African-American
Hispanic
Caucasian
Female 21
All Students
K-3 Plus
Migrant
Title I - (S)
Title I - (T) 0

School Year: 2017-2018

School Type(s): Elementary School, High School, Junior High, Middle School, State Supported

Location Type(s): Public

Snapshot Date: 2018-03-01 - 120D

Sub Group(s): All Students, Male, Female, Caucasian, Hispanic, African-American, Asian/Pacific, Native

2017-2018 1055	1055	ESPANOLA	169	VELARDE ELEMENT	Non English	142	80.77 52
					Language	an v	•
					Learners		
2017-2018	055	ESPANOLA	169	VELARDE ELEMENT	Title I - (T&S)	-52	100 52
2017-2018	055	ESPANOLA	169	VELARDE ELEMENT	Title Î - (T)	0	0 52
2017-2018	055	ESPANOLA	169	VELARDE ELEMENT	Title I - (S)	52	100 52
2017-2018	055	ESPANOLA	169	VELARDE ELEMENT	Migrant	0	0 52
2017-2018	055	ESPANOLA	169	VELARDE ELEMENT	K-3 Plus	0	0:52

### **Mobility Report**

School Year: 2017-2018

FOR BEST RESULTS EXPORT REPORT TO EXCEL



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# **Mobility Report District Review**

FOR BEST RESULTS EXPORT REPORT TO EXCEL



6/30/2	YEAR	SCHOOL
018 ESPANOLA	NAME	L DISTRICT
3658	ENROLLMEN	DISTRICT
0.266	Rate	Mobility
4386		m
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### Students by Ethnicity and **Tribal Affiliation**

School Year: 2017-2018

Snapshot Date: 2018-06-01 - EOY

Race Ethnicity: American Indian/Alaskan Native

Tribal Affiliation: Acoma, Cochiti, Isleta, Jemez, Jicarilla Apache, Laguna, Mescalero Apache, Nambe, Navajo, Picuris, Pojoaque, San

Home Language: Jicarilla Apache, Keres, Mescalaro Apache, Navajo,

**Location Organization Type: Public** 

Location Status: CHANGED AGENCY, CLOSED, CLOSEDGT1Y,



46	Student Total:						
46	ESPANOLA PUBLIC SCHOOLS Student Total:	ANOLA PUBL	ESP				
10	SAN JUAN ELEMENTARY Student Total:	SAN JUAN E				Minitum a	
		(formerly	Ü	RY			
		Owingeh	Indian/Alask  Owingeh	ELEMENTA	_		
10	Tewa	Ohkay	American	SAN JUAN	144	inana ayan, sang	
25	ESPANOLA VALLEY HIGH Student Total:	ESPANOLA \		ann in		MoHiera v	
	Tewa	Santa	-				
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in many		Owingeh	Indian/Alask Owingeh	VALLEY	Water Street		
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1	CARLOS F. VIGIL MIDDLE Student Total:	CARLOS F. \					and and a
	Keres	Santa	an Native	MIDDLE		SCHOOLS	ing Landau Miga
		Owingeh	Indian/Alask Owingeh	VIGIL		PUBLIC	
10	Tewa	Ohkay		CARLOS F.   American	019	IESPANOLA 019	055
Student	Home Language	Tribal	Race	Location	Location	District	District
	moves.	The state of the s	Mingle Designation of the Commercial Commerc				



## San Juan Elementary School Discipline Summary by Ethnic Code 08/14/2017 - 05/25/2018

Description	Gender	Hispanic	Hispanic Two or Misian	Asian	n Black of Caucasian Americal	Caucas	America	Americal Native Ho	Other	Total
Weapons Possession, Blade	Female	0	0	0	0	0	0	0	0	0
(51)	Male	0	0	0	0	0	N	0	0	Ŋ
	Total	0	0	0	0	0	Ν.	0	0	N
Weapons Possession, Other	Female	0	0	0	0	0	0	0	0	0
(52)	Male	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Total	Female	78	0	0	0	0	10	0	0	28
	Male	45	0	0	ω	တ	20	0	0	74
	Total	63	0	0	ယ	6	30	0	0	102

### PARENT AND COMMUNITY INVOLVEMENT

### 5. Parent and Community Involvement

**EPS Objective.** The Indian Education Department will continue to work with tribal officials, Tribal Education Liaisons and Communities.

**Background.** Meetings are held on a monthly basis; however we have a difficult time getting parents to a monthly meeting because of no appointment to the committee. In the by-laws it states that the parents are to be appointed by the Governors. To date there are no appointments that have been made. We continue to meet but with no quorum.

**Methods.** The district adheres to the Indian Policies and Procedure's, meeting with the tribal liaisons on monthly basis. We will continue to meet in hopes of getting an appointment in the future. We meet and continue to rotate sites with Santa Clara and Ohkay Owingeh Tribes. We meet very 2<sup>nd</sup> Thursday of the month.

### Results.

 Monthly Title VI meetings in which students are invited along with parents, teachers, Tribal Education Directors, Tribal Officials and anyone willing to come to our meetings to give input is welcomed. We have continued to be a viable committee, but we are in dire need of parental representation.

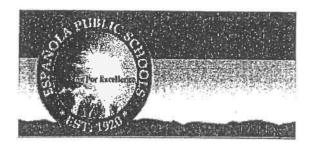
**Conclusion.** Students are appointed to the IEC Committee both from the middle school and high school as representatives for the student body. Due to life's constraints students are not always present at meetings. Our answer was to meet with the students in class with our IEC members. We will continue to explore options for the well-being of students and community.

### Action Plan.

 Espanola School would like to set up times to meet with Tribal Leadership once in the fall and once in the spring, (September & March) to discuss programs and any other issues needing resolution or action.

### **ACTING SUPERINTENDENT**

Ms. Denise L. Johnston denise.johnston@k12espanola.org Website: www.k12espanola.org 1260 Industrial Park Road Española, New Mexico 87532 505-753-2254 – 367-3303 Fax 505-753-2321



### **BOARD OF EDUCATION**

Ruben Archuleta, President Yolanda M. Salazar, Vice President Gilbert A. Serrano, Secretary Patrick Herrera, Member Pablo E. Luján, Member

### Indian Education Committee Meeting

Minutes Thursday, April 20, 2017 5:30 pm

Espanola Public Schools' Central Office Board Room

### 1. Opening Business

a.	Call to order	Joline Martinez, IEC Chairperson
b.	Prayer	IEC Committee
C.	Roil Call	Kira Abeyta, Indian Ed. Specialist
	Introductions	
e.	Approval of Agenda	Aileen approved, Gina 2 <sup>nd</sup>

In Attendance:

Ricardo Sanchez, Indian Ed. Director EPS

Joline Martinez, IEC Chairperson

Gina Chavarria, Santa Clara Representative Aileen Cruz, Ohkay Owingeh Indian Education

Brandon Cata, Tewa Teacher

Angie Baca, Parent

Keera Abeyta, Indian Ed. Specialist

Not in Attendance:

Jessica Wright-Romero, Tewa Teacher

Student Reps

### 2. EASIE- Title VI

- a. Window is open March 31st.- Indian Ed. Director certified Part I.
- b. One year vs. Multiyear application IEC would like to submit Multiyear application.
- c. Closes 31 days from window being open number of increase students, change of blood quantum in Ohkay Owingeh.
- d. Deadline April 28
- e. Webinar is archived

### 3. Tewa Women United

- a. Meeting on April 5th @ TWU Building
- b. Trying to summarize the programs within the district.
- c. Curriculum???
- d. Summarizing of services:
  - 1. Los Cumbres-3and 5 year olds.
  - 2. Presbyterian-Snack packs JHR, San Juan, TEQ, Hernandez-Knights of Columbus RAC-Stop, YMCA, Big Brother/Big Sister, El Valle Del Sol, Contractors for

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AN EQUAL OPPORTUNITY EMPLOYER

SLP, OT, PT, PSY, Recreational therapist, Talking hands and feet, Arts, Dance programs.

### 4. Update on By-Laws

a. Members will be given a finalized copy of the changes.
 IEC members will review and bring to next meeting.

### 5. Trainings attended

- a. Listening Circles being requested by PED
- b. Early Warning Intervention
  - 1. Based on data acquired during the school year is being utilized @CFVMS.
  - 2. Data is based on the following factors:
    - \*Attendance and Truancy
    - \*College and Career Readiness and Pathway
    - \* Cultural Competency Training and Culturally Responsive Education
    - \* Maintenance of Language and Support for English Learners
    - \* Systems Alignment (between PED-District Schools, BIE Operated Schools, Tribally Controlled Schools)

### 3. Tribal Consultation

- a. A discussion on how to better serve the ELL students.
- b. Question/answer session or discussion.
   Indian Ed. Director will send an email for discussion.

### 4. 2017-2018 Needs Assessment Survey

- a. Survey will be given to committee
- b. input and dissemination of survey (additions/ subtractions)

IEC would like for every parent to take this needs assessment survey.

### 5. Professional Development

- a. Developing Culturally Relevant Language Teaching guides, Activities and materials. May 3-5 at Buffalo Thunder.
- b. Professional training to create a TEWA test for bilingual education. (Stipend for staff) Indian Ed. Director invited all members of committee to attend. IEC suggested that students go to this Conference.

### 6. Financial Information Sheet

a. A copy of the RFI under the state umbrella will be given to members.
 Chairperson, Joline asked for a copy of Tewa Teacher's Jessica and Brandon's rubic.

### 7. Guest Speaker

a. G. Precious a Native American rapper will be brought to talk to students.
 Indian Ed. Director informed IEC about G Precious contacting Indian Ed. Office to present and entertain for free.

Meeting Adjourned at 6:43 pm

Next meeting Thursday, May 10, 2017 Ohkay Owingeh Tribal Administration Building @ 5:30 pm.

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### 7. Financial Reports

**EPS Objective.** Through the use of public funds, Title VI (Impact Aid) and Title VII (Indian Education), we will ensure that students attending Espanola Public Schools are provided opportunities for educational success, that will meet their educational needs and improve services of the Indian Education program and the district.

**Background.** The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960's and early 1970's. As a tool for better decision making. The goal of the new formula is to equalize the educational opportunities at the highest possible revenue level, while minimizing the financial loss to the richest districts. The formula is designed distribute Operational funds to school districts in an equitable and in a non-categorical manner. School districts have the option to spend their dollars according to local priorities.

**Methods.** See budgets below in regards to funds generated by American Indian students to include 25147 (Impact Aid) and 25184 (Title VI-Indian Education).

### Results.

• Financial reports and information are reported below to show that the funds that are generated by American Indian students. The funds provide professional development for teachers, General Supplies and materials for the classrooms, student Travel (transportation) for field trips, University and College visits, conferences, etc....

**Conclusion.** Espanola Public Schools continues to monitor expenditures and align funds to the needs of our students, in consultation with Tribal Leadership, Tribal Education Departments and Tribal Communities.

### **Action Plan.**

 Continue to review expenditures with our stake holders in order to provide the opportunities and an education that will produce College and Career Ready students.

\$41,815.75

\$8,363.15

Prorated LOT

20%



### IMPACT AID PAYMENT BREAKDOWN

SCHOOL DISTRICT: Espanola

FEDERAL FISCAL YEAR 2018 VOUCHER NUMBER: 2018-1 VOUCHER DATE: 12/3/2017

AMOUNT: \$47.665.75

PAYMENT SUMMARY

OPERATIONAL	INDIAN ADD-ON	SPED ADD-ON	CONSTRUCTION
11000/44103	25147/44301	25145/44301	31500/44306
\$33,452.60	\$8,363.15	\$5,850.00	\$0.00

### INDIAN ADD-ON BREAKDOWN:

(a)(2) IND

FED WEIGHTED INDIAN ADD-ON MAXIMUM 7.39% 154.80 0.25 38.70 LCR x LOTMOD = \$16,726.30

MAXIMUM AT 50%

\$8,363.15

LESS Previous Transfers for FY:

\$0.00

TOTAL THIS PAYMENT:

\$8,363.15

### SPECIAL EDUCATION ADD-ON BREAKDOWN:

MEM	WSU	x RATE	
13.00	11.70	\$500.00	\$5,850.0
TOTAL SPED	ADD-ON		\$5,850.00
LESS Previous	Transfers for FY	<b>'</b> :	\$0.00
TOTAL THIS P	\$5,850.00		

### Administered by:

School Budget & Finance Analysis Bureau Contact Person: D. Yolanda Gonzales Jerry Apodaca Education Building, Room 229 Santa Fe, NM 87504-2786 (505) 476-0392

Prorated LOT

20%

\$66,723.27

\$13,344.65



### IMPACT AID PAYMENT BREAKDOWN

SCHOOL DISTRICT:

Espanola

FEDERAL FISCAL YEAR 2018 VOUCHER NUMBER:

2018-2

**VOUCHER DATE:** 

(a)(2) IND

3/12/2018

AMOUNT: \$24,907.52

PAYMENT SUMMARY

OPERATIONAL	INDIAN ADD-ON	SPED ADD-ON	CONSTRUCTION
11000/44103	25147/44301	25145/44301	31500/44306
\$19,926.02	\$4,981.50	\$0.00	\$0.00

### INDIAN ADD-ON BREAKDOWN:

FED WEIGHTED INDIAN ADD-ON WEIGHT = FED STU UNIT x \$5,841 MAXIMUM ADA x 7.38% 154.80 0.25 38.70 LCR x LOTMOD = \$16,680.82

MAXIMUM AT 80%

\$13,344.65

LESS Previous Transfers for FY:

\$8,363.15

TOTAL THIS PAYMENT:

\$4,981.50

### SPECIAL EDUCATION ADD-ON BREAKDOWN:

MEM	WSU	x RATE	
13.00	11.70	\$500.00	\$5,850.0
TOTAL SPED	ADD-ON		\$5,850.0
LESS Previous	Transfers for FY	<b>'</b> :	\$5,850.0
TOTAL THIS P	\$0.0		

### Administered by:

School Budget & Finance Analysis Bureau Contact Person: Ernestine Saucedo Jerry Apodaca Education Building, Room 227 Santa Fe, NM 87501 (505) 827-3889

### EDUCATIONAL PROGRAMS TARGETING AMERICAN INDIAN STUDENTS

### **6. Educational Programs Targeting Tribal Students**

**EPS Objective:** EPS will support the unique cultural and educational needs of the American Indian students.

**Background.** The purpose of the Indian Education Act is to ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students that are enrolled in the public schools.

**Methods.** TEWA Class with a TEWA Teacher (502), Looking at history through the lens of a Native American as work is being done now to accomplish this feat. Student assistant counselors are available to Native students. Credit recovery, 21<sup>st</sup> Century, K-3 Plus is also available to all of our students as well as Title I, II, III programs. SAT interventions are also available to all.

### Results.

 Our district provides TEWA classes to students from the following tribes Santa Clara and Ohkay Owingeh students in program, however if the student is a native student from another tribe and wants to be in the program they are allowed to do so. We have the very first Bilingual Seal given in TEWA to one of our student who is in program. We have a TEWA class for grades K-12. TEWA I and TEWA II is available to all our Native students.

**Conclusion.** The program has scope and sequence so that we are not teaching the same thing from elementary to junior high and high school. The TEWA teachers along with Indian Education Director came up with a curriculum to follow and assess. We would like to establish another program at JHR for the Native students in that school, however to this point we do not have a teacher at that school and hoping to expand the program to include JHR.

### **Action Plan.**

We are hoping to get a teacher from the Santa Clara tribe to teach TEWA at JHR. We will
continue to expand on the other TEWA Classes as well.



School Year: 2017-2018

District Legal Name	Location Legal Name	District Code	Location	Course	Course Name	Student
SCHOOLS PUBLIC	CARLOS F. VIGIL MIDDLE	055	019	0302	General Computer Applications	0
ESPANOLA PUBLIC SCHOOLS	CARLOS F. VIGIL MIDDLE	055	019	0441	Exploration of Electricity	0
ESPANOLA PUBLIC SCHOOLS	CARLOS F. VIGIL MIDDLE	055	019	1781	Science Technology/Engineeri	0
ESPANOLA PUBLIC SCHOOLS	CARLOS F. VIGIL MIDDLE	055	019	1903		0
ESPANOLA PUBLIC SCHOOLS	CARLOS F. VIGIL MIDDLE	055	019	2111	Introduction to ROTC	0
ESPANOLA PUBLIC	ESPANOLA VALLEY HIGH 055	055	050	0133	Intro Science of Agriculture	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0134	Intro Physical Science Agriculture	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0141	Horticultural Science	0
ESPANOLA PUBLIC	ESPANOLA VALLEY HIGH	055	050	0151	Intro Agricultural Mechanics	0
SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0154	Agricultural Power and Machinery	0
ESPANOLA PUBLIC	ESPANOLA VALLEY HIGH	055	050	0199	Agriculture-Other	0
SCHOOLS PUBLIC	ESPANOLA VALLEY HIGH	055	050	0221	Introductory Business	0

1 of 5 Counts based on uniquie student count within District / Location / 4 digit state course Number. All CTE courses offered are listed. Only students grades 09, 10, 11 and 12 are counted. eui.ped.state.n



School Year: 2017-2018

0	Computing Systems	0316	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
					The state of the s	SCHOOLS
0	Computer Graphics	10315	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
٥/	Dusiliess Cillel	6670	C	Š	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SCHOOLS
37	Business Other	0000	050	מאַ	ESDANOI A VALLEY HIGH	ESPANOI A PUBLIC
(	Experience/Co-on			ki dadi		SCHOOLS
95	Business Work	0297	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Management II		_	N. Rassalia.		SCHOOLS
0	Hotel/Lodging	0266	1050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	(			•		SCHOOLS
28	Hotel Management I	0265	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Tourism					SCHOOLS
17	Hospitality and	0261	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Communications			-		SCHOOLS
0	Business	0240	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Spreadsheets				The state of the s	SCHOOLS
54	Financial	0231	050	055	<b>ESPANOLA VALLEY HIGH</b>	ESPANOLA PUBLIC
	Business					SCHOOLS
54	Word Processing for	0229	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Business Finance				4	SCHOOLS
0	Personal and	0228	050	055	ESPANOLA VALLEY HIGH	<b>ESPANOLA PUBLIC</b>
	inance II		-			SCHOOLS
<u>1</u> ω	Business/Marketing/F	0227	1050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
						SCHOOLS
0	General Business	9660	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC

All CTE courses offered are listed. Only students grades 09, 10, 11 and 12 are counted.

Counts based on uniquie student count within District / Location / 4 digit state course Number.

2 of 5

eui.ped state.n



School Year: 2017-2018

	Technology		2	BMC & C.	F. St.	SCHOOLS
0	Topics in Automotive	0913	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
là fu	Technology-				AND THE CONTRACT OF THE CONTRA	SCHOOLS
0	Automotive	0912	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Other				TAX A TAX OFFICE OF TAX OFFICE	SCHOOLS
34	Family/Consumer Sc-	0599	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Development				Cream and a state of the control of	SCHOOLS
0	Child and Human	0550	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
						SCHOOLS
0	ProStart Internship	0539	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
						SCHOOLS
28	ProStart II	0533	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
				-		SCHOOLS
33	ProStart I	0532	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	ecreation					SCHOOLS
0	Hospitality/Tourism/R	0528	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Experience					SCHOOLS
0	Child Care/Work	0519	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
						SCHOOLS
89	Culinary Arts	0508	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
		Ple ski-reen	die deser	to Abe		SCHOOLS
0	Nutrition	0504	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Science A		N-1 Mic.			SCHOOLS
0	AP Computer	0327	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
		~ =	41 40			SCHOOLS
0	Network Technology	0318	050	.055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC

3 of 5 Counts based on uniquie student count within District / Location / 4 digit state course Number. All CTE courses offered are listed. Only students grades 09, 10, 11 and 12 are counted. eui.ped state.n



School Year: 2017-2018

7			-	The same of the sa	PANADO.	And and the state of the state
0	Intro to Media Arts	1180	050	055	ESPANOLA VALLEY HIGH	SCHOOLS
	Production IV	Manager on the second			A come statistical, special and a come come come come come come come come	SCHOOLS
0	Digital Film	1178	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Production III					SCHOOLS
7	Digital Film	1177	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
andr or the	Production II					SCHOOLS
3	Digital Film	1176	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Art					SCHOOLS
129	Computer Assisted	1175	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
				-		SCHOOLS
87	Film/Videotape	1172	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
						SCHOOLS
0	Photography	11171	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
						SCHOOLS
0	Textiles	1166	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	•					SCHOOLS
0	Painting 1	11156	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	(					SCHOOLS
0	Drawing 2	1155	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Acting/Performance			-		SCHOOLS
0	Drama-	1113	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Theater					SCHOOLS
49	Introduction to the	11111	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Other					SCHOOLS
0	Transportation Tech-	0999	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC

4 of 5 Counts based on uniquie student count within District / Location / 4 digit state course Number. All CTE courses offered are listed. Only students grades 09, 10, 11 and 12 are counted. eui.ped state.n



School Year: 2017-2018

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	Social Services-Other		_			SCHOOLS
0	Public Protective	2599	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
63	Military ROTC	2112	050	055	ESPANOLA VALLEY HIGH	SCHOOLS
	The same was the same and the s	-	2	2		
74	Introduction to ROTC	2111	050	,055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
70	Other	0	0	6	Communication of the Communica	SCHOOLS
20	Mass Communication	1000	050	022	ESPANOI A VALLEY HIGH	ESPANOI A PUBLIC
ţ		100	Ö	5	(C)	SCHOOLS
A	The state of the s	1007	050	055	ESDANOI A VALLEY LIGH	ESPANOI A PITRITIC
	. ( )					SCHOOLS
21	Yearbook	1903	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
			_	-		SCHOOLS
0	Journalism	1902	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Specialization	•				SCHOOLS
44	Marketing-Other	1806	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
0	Education-Related					SCHOOLS
0	Technology	1695	050	055	ESPANOLA VALLEY HIGH	<b>ESPANOLA PUBLIC</b>
						SCHOOLS
0	Sports Medicine	1540	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Technician		a Vara Maria			SCHOOLS
0	Emergency Medical	1517	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
			-	4		SCHOOLS
0	Medical Office	1514	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
	Other				Manda (1-3)	SCHOOLS
0	Health Education-	1499	050	055	ESPANOLA VALLEY HIGH	ESPANOLA PUBLIC
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5 of 5 Counts based on uniquie student count within District / Location / 4 digit state course Number. All CTE courses offered are listed. Only students grades 09, 10, 11 and 12 are counted. eui.pe<sup>-/</sup> -tate.n

School Year: 2017-2018

Snapshot Date: 2018-06-01 - EOY

Race Ethnicity: American Indian/Alaskan Native

San Felipe, San Ildefonso, Ohkay Owingeh (formerly San Juan), Sandia, Santa Ana, Santa Clara, Santa Domingo, Taos, Tesuque, Tribal Affiliation: Acoma, Cochiti, Isleta, Jemez, Jicarilla Apache, Laguna, Mescalero Apache, Nambe, Navajo, Picuris, Pojoaque,

Location Organization Type: Central Office, Home School, Public

Assignment Category: Administrator, Educational Assistant, Healthcare, Media Specialist, Non-Certified Personnel, Other Location Status: CHANGED AGENCY, CLOSED, CLOSEDGT1Y, FUTURE, NEW, OPEN, RENUMBERED, REOPENED

License Category: ADMINISTRATOR, INSTRUCTIONAL SUPPORT PROVIDER, NATIVE LANGUAGE & CULTURE, Not Applicable,



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Ethnicity	lAmerican Indian/Alaskan Native		American Indian/Alaskan			Alaskan	Native		American	Indian/Alaskan		American	Indian/Alaskan Native			Native			American	Indian/Alaskan	Native	American Indian/Alaskan	Native
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	maria.cata@k12espanola.		brandon.cata@k12espanol 374306 a.org		marie.leyba@k12espanola. 292971		Section of the second section of the section of the second section of the section of the second section of the second section of the		Johnny.abeyta@k12espano;224321	la.org		maria.cata@k12espanola.	lorg		Johnny.abeyta@k12espano 224321	a OC C			John.casias@k12espanola.;274970	org		brandon.cata@k12espanol1374306	attai
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Lic Category	INSTRUCTION AL SUPPORT PROVIDER		NATIVE LANGUAGE &	CULTURE		AL SUPPORT	PROVIDER		TEACHER	Company of the compan	0	INSTRUCTION	AL SUPPORT PROVIDER		TEACHER		OTHER	-	TEACHER	,		NATIVE LANGUAGE &	CULTURE
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Lic Expiration Date	6/30/2026 Healthcare	RY Staff Total:	6/30/2019.		6/30/2023			DLE Staff Total:	6/30/2020 Teacher		Ballopa F R 102 /06/0	6/30/2026 Healthcare		ARY Staff Total:	6/30/2020		6/30/2019		6/30/2024 Teacher	1000000	6/30/2024 Teacher	6/30/2019	
Assignment	Healthcare	and a	6/30/2019. Other Personnel		6/30/2023 Other Personnel				Teacher		eacher	Healthcare			6/30/2020 Other Personnel	Teacher	6/30/2019 Other Personnel	Teacher	Teacher		Teacher	6/30/2019 Other Personnel	
Assign Code	170		108		8				21		N	<sup>3</sup> 70			81	30	81	30	130	3	30	108	
Assignment	Nurse (RN)	1	Native	language &	Social Worker	·General	Education	Ŋ	Elementary	Teacher	Teacher	Nurse (RN)		2	Athletic	Secondary	Athletic	Secondary	Secondary	Tanahar	Secondary	Native	language &

School Year: 2017-2018

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San Felipe, San Ildefonso, Ohkay Owingeh (formerly San Juan), Sandia, Santa Ana, Santa Clara, Santa Domingo, Taos, Tesuque, Location Organization Type: Central Office, Home School, Public Tribal Affiliation: Acoma, Cochiti, Isleta, Jemez, Jicarilla Apache, Laguna, Mescalero Apache, Nambe, Navajo, Picuris, Pojoaque,

Location Status: CHANGED AGENCY, CLOSED, CLOSEDGT1Y, FUTURE, NEW, OPEN, RENUMBERED, REOPENED

License Category: ADMINISTRATOR, INSTRUCTIONAL SUPPORT PROVIDER, NATIVE LANGUAGE & CULTURE, Not Applicable, Assignment Category: Administrator, Educational Assistant, Healthcare, Media Specialist, Non-Certified Personnel, Other

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Snapshot Date: 2018-06-01 - EOY

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License Category: ADMINISTRATOR, INSTRUCTIONAL SUPPORT PROVIDER, NATIVE LANGUAGE & CULTURE, Not Applicable Assignment Category: Administrator, Educational Assistant, Healthcare, Media Specialist, Non-Certified Personnel, Other

169 ELEMENTARY VELARDE Maria Abeyta, Johnny Leona Talachy, Native Indian/Alaskan Native Indian/Alaskan Indian/Alaskan Indian/Alaskan Owingeh Juan) Ohkay (formerly San Owingeh Owingeh Santa Clara (formerly San formerly Sar la.org org a.org maria.cata@k12espanola. 313090 Johnny.abeyta@k12espano 224321 | 500 | PRE K-12 espanola.org essica.wrightromero@k12 |298441 eona.talachy@k12espanol;225432 702 502 600 501 520 400 PRE K-12 SPECIAL TEACHER
EDUCATION 502 PRE K-12 PRE K-12 NATIVE PRE K-12 SPECIALTY AREA 7-12 ATHLETIC SCHOOL NURSE PROFESSIONAL CULTURE PRE K-12 PRE K-12 SCHOOL INSTRUCTION LANGUAGE AND ASSISTANT EDUCATIONAL COUNSELOR EDUCATIONAL ASSISTANT PROVIDER OTHER AL SUPPORT LANGUAGE & NATIVE PROVIDER PROVIDER INSTRUCTION AL SUPPORT TEACHER PROVIDER TWO TWO !LEVEL TWO LEVEL ONE N/A THREE LEVEL THREE LEVEL THREE LEVEL N/A X. X. N/A NA NA ESPANOLA PUBLIC SCHOOLS Staff Total SAN JUAN ELEMENTARY Staff Total VELARDE ELEMENTARY Staff Total Not Applicable 6/30/2026 Healthcare 6/30/2025 Other Personnel 6/30/2019 Teacher 6/30/2020 Teacher 6/30/2025 Other Personnel 6/30/2027 Teacher 6/30/2023 School Counselor 108 69 97 97 Ŋ 17 108 Native Native Nurse (RN) Elementary Elementary American American School Special Teacher anguage & Counselor Education Teacher

3 of 3 /eui.ped.state.nm.us/sites/stars/prod/Public Folders/eScholar Framework - Verify/District and Location Reports/Indian Education Reports/Staff by Race Ethnicity, Tribal Affiliation and Licensure,rdl



School Year: 2017-2018

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Iducation Department

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stephen.namajo@k12espa (323157) nola.org	Media woodoo ahabay abee'we'jackur' capacata ta' a arwa' area an arway	Ohkay Owingeh bianca.archuleta@k12esp :316359 (formerly San anola.org Juan)	the state of the s		a.org	1	-	Ohkay Owingeh Johnny.abeyta@k12espano 224321 (formerly San Ja.org		MONTOCA, W. CO. In promoto trace Co. Trace trace trace Co. A. Co. Co. A. A. Co. Co. Co. Co. Co. Co. Co. Co. Co. Co		Ohkay Owingeh maxine.abeyta@k12espan   256083		PIO.D.	adam.romero@k12espanol 272652	Tola:org	narquez@k12espa 381242	THE RESIDENCE NAME OF THE PARTY	Ohkay Owingeh   marie.leyba@k12espanola, 292971   601   PRE K-12 SCHOOL INSTRUCTIONAL
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		ADMINISTRATOR	Car tas// was assessed to 1. I appropriate	SUPPORT PROVIDER	۰	T	OTHER	TEACHER		TEACHER		ADMINISTRATOR		TX OVECTX			OTHER	PROVIDER	
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97	21	21	**************************************	25	6	2	21	21	ii	21	1	21			34		e   81		nel  08
General Special	Elementary Teacher	Elementary Teacher	2	Preschool Teacher	Teacher	Teacher	Elementary	Elementary		Elementary Teacher	Teacher	Elementary	•	Assistant	SpEd	Coach	Athletic	Education	Social Worker

/eui.ped.state.nm.us/sites/stars/prod/Public Folders/eScholar Framework - Verify/District and Location Reports/Indian Education Reports/Staff by Race Ethnicity, Tribal Affiliation and Licensure.rdl

School Year: 2017-2018

Snapshot Date: 2018-06-01 - EOY

Race Ethnicity: American Indian/Alaskan Native

San Felipe, San Ildefonso, Ohkay Owingeh (formerly San Juan), Sandia, Santa Ana, Santa Clara, Santa Domingo, Taos, Tesuque, Tribal Affiliation: Acoma, Cochiti, Isleta, Jemez, Jicarilla Apache, Laguna, Mescalero Apache, Nambe, Navajo, Picuris, Pojoaque,

Location Organization Type: Central Office, Public

Location Status: CHANGED AGENCY, CLOSED, CLOSEDGT1Y, FUTURE, NEW, OPEN, RENUMBERED, REOPENED

License Category: ADMINISTRATOR, INSTRUCTIONAL SUPPORT PROVIDER, NATIVE LANGUAGE & CULTURE, Not Applicable, Assignment Category: Administrator, Educational Assistant, Healthcare, Media Specialist, Non-Certified Personnel, Other



	ESPAN	STREET, STREET	111	maria.cata@k12espanola. 313090   702   PRE K-12   INSTRUCTIONAL   2   LEVEL TWO : WA org	COACH	501 7.12 ATHIETIC OTHER 11 LEVEL ONE INVA	.abeyta@k12espano 224321		CULTURE CULTURE	LANGUAGE AND LANGUAGE &	520 PRE K-12 NATIVE NATIVE 2 LEVEL TWO WA	ASSISTANT	EDUCATIONAL PROVIDER THREE	Ohkay Owingeh Jessica wrightromero@k12 298441 1502 PRF K.12 SUEPORT 13 IEVEL NA	a.org COUNSELOR SUPPORT THREE	OOL INSTRUCTIONAL 3		EDUCATIONAL PROVIDER THREE	1502 PRE K-12 SUPPORT 3 LEVEL N/A		EDUCATION
Staff Total:	ESPANOLA PUBLIC SCHOOLS Staff Total:	VELARDE ELEMENTARY Staff Total:		Not Applicable   6/30/2026 Healthcare	and the second	Not Applicable 6/30/2010 Teacher	Physical 6/30/2020 Teacher	SAN JUAN ELEMENTARY Staff Total:			Not Applicable 6/30/2025 Other Personnel			Not Applicable 6/30/2025! Other Personnel		Not Applicable 6/30/2023: School Counselor 69	TANKE OF THE PROPERTY OF THE P		Not Applicable 6/30/2022 Teacher	W 44	Section 200

3 of 3 /eui.ped.state.nm.us/sites/stars/prod/Public Folders/eScholar Framework - Verify/District and Location Reports/Indian Education Reports/Staff by Race Ethnicity, Tribal Affiliation and Licensure.rdl

### Native American Staff by District, Location, **Assignment includes FTE**



School Year: 2017-2018

Snapshot Date: 2018-06-01 - EOY

Charter Status: Non-Charter

1990-09-08	σ.	14 Bachelors	San Juan	Qualified	YES	1.00	SpEd Instructional Assistant ages 6-21: NOT	4	Educational Assistant	adam.romero@k12espanola.org	Romero, Adam	MA APPEAR : GARNES NAME			
2017-09-20	z	14 Non- Degree	San Juan	Qualified	YES	0.10	Athletic Coach	81	nnel	kaylina.marquez@k12espanola.					
2001-11-07	 Z	14 Masters	>	Qualified	American	0.50	Social Worker General	08	Other Personnel 08	<b>K</b>	Leyba, Marie				
2016-08-23	S >	14 Associates A		Qualified	0.15;YES	0.15	Native American language &	108	Other Personnel	0	3				
2014-02-18	В	21 Bachelors	Zia	Qualified	1.00 YES	1.00	Secondary	30	Teacher	john.casias@k12espanola.org	Casias, John				
2017-08-08		14 Bachelors	San Juan			0.00	Secondary Teacher	30	To company of the com		Abeyta, Johnny		HIGH	I	
2017-08-08	ö	14 Bachelors	San Juan	Qualified	0.10 YES		Athletic Coach	81	Other Personnel 81	johnny.abeyta@k12espanola.or	Publi Abeyta, Johnny c	- minute	ESPANOL 050 A VALLEY	> m	
						0.60					Total Location	*****			
2004-09-13	Β.	17 Bachelors	Santa Clara	Qualified	0.20 YES	0.20	Nurse (RN)	70	Healthcare	maria.cata@k12espanola.org	Cata, Maria			RY	
2017-08-08	ω	14 Bachelors	San Juan	Qualified	0.40 YES	0.40	Elementary Teacher	21	Teacher	Publi Abeyta, Johnny johnny abeyta@k12espanola.or c	Abeyta, Johnny	All Stationers	DIXON 042 ELEMENTA		
						1.65					Total Location		la Mana I		
2001-11-07	<	14 Masters	San Juan	Qualified	0.50 YES	0.50	Social Worker General	08	Other Personnel 08	marie.leyba@k12espanola.org	Leyba, Marie	-			
2016-08-23	>	14 Associates	San Juan	Qualified	0.15'YES	0.15	Native American language &	108	Other Personnel	brandon.cata@k12espanola.org   Other Personnel 108	Cata, Brandon		MIDDLE		
2017-07-03	z	14 Non- Degree	San Juan			1.00	Custodian	115	Non-Certified Personnel	And the state of t	Publi Atencio, c Leonard		CARLOS F. 019 VIGIL	′ ≤ ຄ	
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### Native American Staff by District, Location, **Assignment includes FTE**



School Year: 2017-2018

Snapshot Date: 2018-06-01 - EOY

Charter Status: Non-Charter

Total													i.m.											
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'Mar.	100000 400 0000 M AS NO 10 10 MARANA	Total Location	Cata, Maria	Publi Abeyta, Johnny c	Total Location	SUCCESSION THE AMONG LINES	Wright, Jessica	5		Naranjo,		Archuleta,	Total Location	te	Abouts Kovin	Total Location	L	Abeyta, Wanda	Abeyta, Johnny	Total Location	Maxine	200 100	Publi Ortiz, Veronica	
And the second s	And the state of many control of the state o		maria.cata@k12espanola.org	Johnny.abeyta@k12espanola.or			jessica.wrightromero@k12espa nola.org		org	stephen.narnajo@k12espanola.	org	bianca.archuleta@k12espanola.			THE RESERVE THE PROPERTY AND THE PROPERTY OF T		9	wanda.abeyta@k12espanola.or	Publi Abeyta, Johnny johnny.abeyta@k12espanola.or	A. R. ATERLETRANS AT THE PROPRESSION SALES/ATERCANAMENE, 2010 A PROPERCIONE 100-	9 eacher	THE PARTY OF THE P	veronica.ortiz@k12espanola.org Non-Certified	
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### and PROCEDURES AND BYLAWS

### 8. Current Status of Federal Indian Policies and procedures.

**EPS Objective.** The objective of the development and review of the Indian Policies and Procedures is to ensure that the School District and Tribal Communities continue to have meaningful collaboration and consultations in regard to our Native American students and to follow Impact Aid regulations.

**Background.** Districts that claim federally recognized American Indian students residing on Indian Lands for the Title VIII Impact Aid application shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries verifying that the New Mexico tribes agree to the Indian Education Policies and Procedures pursuant to federal Title VIII Impact Aid funding requirements.

**Methods.** The Espanola Public Schools Indian Policies and Procedures will consist of the following:

- EPS will give tribal officials and parents of Indian children an opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in educational programs and activities within the Local Education Agency (LEA).
- Assess the extent to which Indian children participate on an equal basis with non-Indian children served by the LEA.
- Modify, if necessary, its educational program as needed to ensure that Indian children have equal access to the programs.
- Disseminate pertinent information relevant to applications, evaluations, program plans and information related to educational programs of the LEA in sufficient time to allow tribes and parents of Indian children an opportunity to review the materials and make recommendations on the needs of Indian children.
- Gather information concerning Indian views, including those regarding the frequency, location, and time of meetings.
- Consult and involve tribal officials and parents of Indian children in the planning and development of the LEA'S educational programs.
- Modify IPP's as needed based upon results or data.

### Results.

Meetings are held every month on the second Thursday as per IPP.

Conclusion. Espanola Public Schools currently has Indian Policies and Procedures signed by the two Governors that are in our district boundaries. We have discussed the IPP at various meetings throughout the year with the tribal liaison and they in turn take to council to discuss. As a district, we review the policies and recommend changes, additions and deletions. Recommendations are then taken into consideration. The IPP's are then placed on the Board Agenda for approval. Once approved, the district will meet with tribal leadership to have them sign IPP's. Once it is approved we then upload into the G5 system and submit with the impact aid application usually due in January. A copy of packet is then sent in to NM Public Education Department Impact aid

### 8. Current Status of Federal Indian Policies and procedures.

### department.

A copy of the IPP with signatures will be in this report.

### Action Plan.

 Continued consultations with Tribal Governments. Recommendations for review and discussion, final preparations will be made to make changes to the IPP.

### Indian Policies and Procedures (IPP)

### Espanola Public Schools District #55

### Intent

The Espanola Public School District (ESPD) Board of Education (EPSD-Board) intends that all Native American children of school age shall have equal participation with non-Native American children to all educational programs, services, and activities offered in the EPSD and to use Impact Aid funds to fulfill this intention. It is the purpose of the Indian Policies and Procedures (IPP) to establish a framework for a collaborative working relationship with Ohkay Owingeh, Santa Clara Pueblo, and all other tribes with enrolled students in EPSD. The purpose of this framework would be to:

- Ensure that Impact Ald funds are appropriated and utilized with fidelity to Native American tribes represented within the EPSD in order to assess, develop, enhance, maintain, and modify, when deemed necessary, holistic educational and support services for Native American students in EPSD.
- Develop culturally appropriate and relevant educational programs and activities offered by EPSD through the development of strategic goals and objectives to meet the educational needs of Native American students.
- Ensure that community involvement is developed and integrated, and it includes parents/guardians, community members, tribal leadership, and tribal members through shared accountability with tribes whose children are enrolled in EPSD.
- Establishment and formalization of a collaborative partnership between EPSD and the tribes that defines the responsibilities of EPSD, and representative tribes, to Native American students through:
  - Development of an Indian Education Strategic Plan which includes short term and long term goals and objectives, and its subsequent maintenance to assure capacity, fidelity and sustainability.
  - o Development of Indian Education Policies
  - Development and maintenance of Cultural Competencies that are developed in conjunction with the tribes represented through student enrollment in EPSD.
  - Active and equitable participation with tribes and their designees.
  - Assessment and modification of educational initiatives and programs
  - Collection disaggregation and evaluation of relevant student data
- Ensuring active and equitable communication with all EPSD stakeholders.

It is the intent, by adopting this IPP, that EPSD will comply fully with all requirements of federal and state law, including Title VIII of the Elementary and Secondary Education Act of 1965, the New Mexico Indian Education Act, NMSA 1978.22-23A-1, et. Seq., and regulations promulgated pursuant to these acts, including 34C.F.R. 222.94(a)(1). Thus, the EPSD had adopted this IPP, and it is by intent, and by EPSD School Board action, that this IPP supersede all previous EPSD-Board action in regards to IPP, and are intended to bin ESPSD-Board, administration, and staff.

The IPP's intent is to uphold collaborative accountability and responsibility for development of programming the identification and establishment of internal and external collaborative partnerships, and the the establishment of educational services, in support of the educational and social-emotional needs, that serve our Native American student's within EPSD, Lastly, EPSD will ensure that ALL EPSD staff will not exclude or deny participation of any student in educational programs based on race, religion, gender, disability, sexual orientation, or national origin.

### Commitment

The EPSD-Board will provide assurances of the aforementioned intent through the following:

- Develop and present report on the status of Impact Aid/Indian Add-on, which includes budget, expenditures, and programming.
- Assure that annual impact Aid carry-over funds do not exceed 50% and if such funds exist, the carryover will be utilized to create, implement and/or modify programs for Native American students within EPSD.
- Ensure that an Indian Education Committee (IEC) is maintained, sustained and is composed of community members, parents/guardians, students, tribal education departments, tribal members and tribal leaders.
  - o The IEC will collaborate with EPSD-Administration, EPSD-Indian Education Department (EPSD-IED), and IED-Director to develop an educational plan that ensures fidelity of Indian Education curriculum, initiatives, and programming to budgetary and fiscal aspects as they relate to the EPSD's overall educational plan, including the New Mexico State Equalization Funds for equal participation by Native American students.
- Establish a Strategic Plan that ensures aligned, measurable, and specific goals and outcomes that identify the academic and fiscal responsibilities for the Title VIII-Impact Aid Funds.
- Obtain approval of Impact Aid budget and statement of work for the utilization of funds, as well
  as obtaining all necessary signatures verifying the approval by all necessary parties, which
  includes EPSD-School Board, tribal leaders and/or governors, or their designee, in order to verify
  the IPP, pursuant to NMSA 1978, 22-23A-5(B)(7), which includes the demonstration and
  verification of compliance with the Title VIII-Impact Aid Federal regulations.
- Assure that tribes with students enrolled within the EPSD have access to relevant student data
  and are provided the opportunity to meet with all parents/guardians and students in regards to
  educational initiatives, as long as they fall within Family Educational Rights and Privacy Act
  (FERPA) guidelines.

Policy (1): Give the tribal officials and parents of Native American children an opportunity to comment on whether Native American children participate on an equal basis with non-Native American children in the education programs and activities provided by the LEA (34 CFR Sec. 222.94).

 EPS-IED will utilize multiple means of communication (automated calls, email, brochures, flyers, radio announcements, television announcements, etc.) in all relevant communities to assure that the EPSD-IED sponsored events are communicated to community members,

2

- EPSD Administration, EPSD-IED and EPSD-IED Director will provide a calendar that will provide notice of all relevant EPSD wide events, IED-events, IEC-events, and any pertinent tribally affiliated events, which includes important dates with external partners.
  - o The calendar will include the following:
    - Regularly-scheduled EPSD Board Meetings
    - EPSD Professional Development
    - EPS-Board and IEC Work Sessions
    - EPSD Indian Education Committee meetings
    - Important Funding/Grant Deadline Dates, i.e. Title VI and Title VIII-Impact Aid
    - EPSD Tribal Education Summit
    - All EPSD-IED scheduled events
    - All tribally relevant events
- impact Aid-IPP Meetings will provide opportunities for comments regarding equal participation and review the achievement of Native American students in the education programs of EPSD.
   Information obtained from meetings will be used for school and program improvement purposes.
- EPSD will provide an overview of the coordination of all federal programs within EPSD, which
  include; Special Education Title; I-No child Left Behind; Title III-Bilingual Education; Title VIIndian Education. In addition, EPSD and EPSD-IED will report on the following throughout the
  year:
  - o Budget Reports for all IED related funds and grants, as well as any pertinent changes.
  - o Policy and procedure review and amendments for EPSD-IED budget.
    - Includes review of Title VIII-Impact Aid-Indian Policies and Procedures (IPP)
- Relevant student data and statistics (i.e. attendance, discipline policies, dropout rates, graduation rates, academic requirements, AYP analysis, testing data, etc.)
- Educational programming as it pertains to culturally-relevant methodologics and programming.
- Parental involvement initiatives.
- Student support services and wellness programs.
- Comparative analysis and disaggregation of short-term and long-term data relevant to Indian Education within EPSD.
- Collaborative efforts between EPSD-IED and tribes.
  - o Development of Cultural Competencies
  - o Development of Tribal Language programs
- Collaborative efforts between EPSD-and external partners.
- Relevant EPSD-wide initiatives that impact Indian Education

Policy (2): Assess the extent to which Native American children participate on an equal basis with non-Native American children served by the LEA;

Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) and parental consent, EPSD will review school educational data and evaluations with tribal leaders and officials Monthly IEC meetings, Semi-annual tribal Summits (Start of school year and Mid-school year), EPSD

School Board meetings regarding the overall participation and fidelity to educational programs for Native Americans and non-Native Americans within EPSD.

EPSD will conduct an annual State of Indian Education Survey for the EPSD. The survey will coincide with the semi-annual Tribal Education Summit. The intent of this survey is to gauge the effectiveness of the educational programming obtain input and recommendations for Indian Education initiatives and the survey the participatory levels to assure that the educational programming ensures equal participation by Native Americans and non-Native American students. The information obtained will be utilized to develop strategic goals and objectives as they pertain to Indian Education initiatives within EPSD, at they are developed by EPSD-Board, EPSD-IEC.

Policy (3): Modify, if necessary, its education program to ensure that Native American children participate on an equal basis with non-Native American children served by EPSD:

The EPSD Administration, EPSD-IEC, and EPSD-IED will work collaboratively with all relevant community members, parents/guardians, tribal education departments, tribal leaders and tribal members to create, modify and implement relevant Indian Education initiatives that provide fidelity to the horizontal and vertical alignments of all education and language programs as they pertain to Indian Education and EPSD-wide educational initiatives.

EPSD will assure that educational programs will be constantly monitored, modified and maintained to assure fidelity to the recommendations and subsequent programming as set forth in the EPSD-IED Strategic Plan by the EPSD-Administration, EPSD-IEC, EPSD-IED and all relevant stakeholders.

EPSD Administration will provide the final recommendations for changes or modifications to programs, services and/or practices to the EPSD School Board for Adoption.

Policy (4): Disseminate relevant applications, evaluations, program plans and information related to the education programs of the EPSD in sufficient time to allow the tribes and parents of Native American children an apportunity to review the materials and make recommendations on the needs of the Native American children and how the EPSD may help those children realize the benefits of the EPSD's education programs and activities, /34CFR222.94 (a)(4)/;

In Fall Semester of each year, EPSD-IED will conduct Tribal Education Meetings with EPSD-IEC, parents/guardians, students, tribal education departments, and tribal leadership. The summits will provide the opportunity to comment and provide recommendations for the Title VIII-impact Aid, as well as other Federal programs (i.e. Title VI), State programs (i.e. PED grants), and other relevant indian Education initiatives within EPSD.

In addition, EPSD Educational Summit, Monthly IEC meetings, Quarterly Tribal Education Director Meetings, Semi-annual Tribal Summits will also be available for comments to be made in regards to any EPSD-Indian Education educational and fiscal components.

### Policy (5): Gather information regarding Native American concerns;

EPSD will utilize EPSD Educational Meetings, Monthly IEC meetings, Quarterly Tribal Education Director Meetings, Semi-annual Tribal Summits and any other relevant meetings to gather input from community members, parents/guardians, students, and stakeholders through conversations, meetings, and surveys in order to consistently assess, monitor, modify and subsequently implement Indian Education initiatives as they are developed and implemented.

Policy (6): Notify the Native American parents and tribes of the locations; and time of meetings, /34CFR222.94 (a)(7)/:

EPSD-Administration, EPSD-IED will utilize multiple means of communication (automated calls, email, brochures, flyers, radio announcements, television announcements, etc.) in all relevant communities to assure that Indian Education Department sponsored events are communicated to community members, parents/guardians, students, and tribal education departments, tribal members and tribal leaders.

EPSD Administration, EPSD-IED and EPSD-IED Director will provide a calendar that will provide notice of all relevant EPSD wide events, IED-events, IEC-events, any pertinent tribally affiliated events, which includes important dates with external partners.

In the event that additional meetings need to be scheduled or, meetings need to be cancelled/rescheduled, the EPSD Administration and EPSD-IED will assure that said modification of meetings will be properly communicated to community members, parents/guardians, students, tribal education departments, tribal leaders and tribal members.

Policy (7): Consult and involve tribal official, Indian Education Committee, tribal education departments, and parents of Native American children in the planning and development of the EPSD's education programs and activities and /34CFR222.94(a)(7)/;

EPSD-Administration, EPSD-IED, EPSD-IEC, tribal education departments, and parents of Native American children will work in active collaboration and participation to plan and develop educational programs and activities.

EPSD Administration and EPSD-IED will develop a Strategic Plan that addresses short term and long term goals and objectives to ensure that consultation, development, planning and implementation of educational programs and activities. The development of the Strategic Plan and its accountability mechanisms shall include the roles and responsibilities of EPSD-Administration, EPSD-IED, EPSD-Schools, Indian Education Committee, stakeholders, and tribes.

In further enhancing Native American education and meeting the unique educational needs of the Native American students, partnerships through a mutual agreement will be entered between EPSD and the tribes.

Policy (8): Modify the IPP, if necessary, based upon the results of any assessment described above:

EPSD-Administration, EPSD-IED and EPSD-IEC, parents/guardians, stakeholders, tribal education departments, tribal leaders and tribal members will continuously monitor and review the IPP as needed throughout the school year. All of the said entities will confer on the adoption of the IPP and any of its modifications on an annual basis.

In-fulfillment of the requirements of the Elementary and Secondary Education Act of 1965. New Mexico Indian Education Act, the District obtained signature approval from the Governors of the Pueblo of Santa Clara and Ohkay Owingeh verifying that the Pueblos agree to the IPPs pursuant to state and federal requirements. The following signatures attest to the District's compliance with the Act.

These Indian Policies and Procedures are approved this _	day of
Honorable Peter Garcia Jr. Governor, Ohkay Owingeh	11-13-17 Date
Honorable Michael J. Chavarria Governor, Santa Clara Pueblo	1///4//7 Date
Bowlie J. Gutterny  Ms. Bobbie Gutierrez  Superintendent, EPS District	11-8-2017 ————————————————————————————————————
Mr. Ruben Archuleta President Espanola Board of Education	// /20//7 Date
Ms. Joline Martinez Chairperson EPS Indian Ed. Committee	<u> </u>

### **BY LAWS**

### INDIAN EDUCATION PROGRAM PARENT COMMITTEE (Title VIII (PL874), Title VIII Sp. Ed., Title IX (Title VII), Tewa Bilingual

### ARTICILE I NAME:

The name of this committee shall be INDIAN EDUCTION COMMITTEE.

### ARTICILE II PURPOSE:

- 1. To develop, recommend, approve, and oversee all federal funded Indian Education programs, in keeping compliance with federal and state rule & regulations in coordination with, the Espanola School District, the Ohkay Owingeh, Santa Clara Tribal Councils, communities, and federal programs.
- 2. To ensure participation in the overall planning, development, implementations, and evaluation of all federal funded Indian Education programs in order that the special educational needs of our Indian students are fulfilled.
- 3. To serve as a hearing board for individuals or groups suggesting additions or changes to Title VII, Title VIII, Title VIII Sp. Ed. (Impact Aid) program proposal.
- 4. To serve as a grievance committee for the individuals or groups who may have grievances pertaining to any aspects of the program operations.

### ARTICLE II MEMBERSHIP:

SECTION I The total shall be five (5) voting members.

- A. At least (1) Parent/Guardian from Ohkay Owingeh
- B. At least (1) parents from Santa Clara Pueblo
- C. At least one (1) Native Student affiliated with any tribe

D. Two (2) Tribal Representatives
One (1) from Ohkay Owingeh
One (1) from Santa Clara Pueblo - Gina Chaverra

SECTION II Selection of Committee Members

- A. Members under Section I, A & B will be made from a selection of parents/legal guardian of Indian Students attending the public schools. Members selected under this section must be parents/guardians whose children are enrolled in the school district.
- B. Members under Section I, C shall be appointed by Espanola Public School Indian Education Director.
- C. Members under Section I, E shall be appointed by the Tribal Governors.

### SECTION III

### Term of Office

- A. Membership contingent upon child (children) enrolled
- B. Each Parent/Guardian shall serve one (1) year terms (September-August) contingent upon child (children) enrolled.
- C. Each student shall serve one (1) year term (September-May) contingent upon the child's enrollment.

### **SECTION IV**

### Vacancies

Should the chairperson vacate, the vice-chairperson shall serve out the remaining term.

### SECTION V

Termination or Suspension shall be for the following reasons:

- 1. Three (3) consecutive absences of Indian Education Committee monthly meetings per school year.
- 2. Not fulfilling duties and responsibilities.
- 3. Self-initiated resignation.

### ARTICLE IV

### **DUTIES AND RESPONSIBILITIES**

- A To assist in proposal preparation and make certain these proposals meet deadlines as set by the funding agencies.
- B. To coordinate efforts with the Indian Education Coordinator in order to ensure the best quality education for Indian students.
- C. To monitor all federal funded Indian Education budgets, expenditures, and ensure proper usage of the programs funds.
- D. That has set forth such policies and procedures, including policies and procedures relating to the hiring of personnel, as will ensure that the

program for which assistance is sought will be operated and evaluated in consultation with, and with the involvement of , parents of the children, and representatives of the area, to be served; Title VII Sec. 7114 © (4) ©

- (a) "With the advice of the Indian Education Committee develop policies relating to the hiring of project staff:
- (b) "Hire the project staff after considering any recommendation of the Indian Education Committee;
- (c) Indian Education Committee may not participate in any committee action that affects, or is likely to affect the financial interests of that individual's immediate family member who is on the project staff. As used in this section, term "immediate family" includes an individual's spouse, children, parents, brothers, sisters, legal dependents, and spouses of those persons.
- (d) "A member of the Indian Education may participate in a reviewing of applicant for a project staff position.
- E. Evaluate all federally funded Indian Education programs, and make the appropriate recommendations to the School District and Tribal authorities for the continuance or the improvement of these programs.
- F. To monitor all federally funded Indian Education programs and have the sign off authority to establish programs according to the Indian Education Committee priorities
- G. Shall review and grant final approval whenever feasible regarding all federal funded Indian Education programs proposals.
- H. Will request Bi-Annual reporting from Indian Education Director.

### ARTICLE V OFFICERS

- A. The officers shall be nominated and elected by the members of the committee. They shall nominate and elect
- B. The following positions listed below shall only be filled by Parent/Guardians contingent upon child (children) enrolled.
  - 1. Chairperson

- a. To preside and conduct all regular and executive meetings according to Standard Parliamentary Procedures.
- b. Shall vote only in case of a tie.
- c. May exercise any authority delegated to by the IEC.
- d. Shall prepare agenda and provide to school district for posting 5 days prior to meeting.

### 2. Vice-Chairperson/Secretary

- a. Shall perform duties delegated by the IEC.
- b. Performs Chairpersons duties in the absence of Chairperson.
- c. Secretary/designee will record minutes of regular and all meeting. The secretary shall notify the members of regular and special meetings.

### ARTICLE VI MEETINGS

SECTION I Regular Meetings

The committee shall meet on the 2<sup>nd</sup> Thursday of each month at 5:00 p.m. at Espanola Public Schools Central Office.

SECTION II Special Meetings

The chairperson on matters requiring immediate attention may call special meetings.

SECTION III Election of Officers

Election of Officers shall take place during the first regular meeting in September.

SECTION IV Decision of Parent Committee

Decision of Indian Education Committee on all federally funded Indian Education Programs shall be made and finalized after a majority vote of the committee members.

### SECTION V Conduct of Meeting

All regular and special meetings shall be conducted in accordance with Standard Parliamentary Procedures or in accordance with appropriate adaption thereof.

### SECTION VI Open Meeting

All regular and special meetings with exception of executive session shall be open to the public.

### SECTION VII Quorum

A quorum shall consist of 5 members one of which will be an officer.

### ARTICLE VIII AMENDENTS

These By-laws may be amended at any time by a two-thirds (2/3) affirmative vote of committee members in attendance provided the amendment is to carry out purposes and conforms within the requirements imposed by the Rules and Regulations of the Indian Education Programs.

### **CERTIFICATION**

We hereby certify that these Bylaws we	re adopted at a duly called Indian
Education Committee meeting held on The vote was in favor, opposed,	, at which a quorum was present
The vote wasin favor,opposed,	abstained andabsent.
CHAIRPERSON	DATE
GOVERNOR OF OHKAY OWINGEH	DATE
GOVERNOR OF SANTA CLARA PUEBLO	DATE
ESPANOLA PUBLIC SCHOOLS SUPERINTENDENT/DESIGNEE	DATE



### 10. Public school use of variable calendars

**EPS Objective:** The variable calendar is to ensure that New Mexico schools collaborate with Tribal Governments to identify important cultural events that are important part of their students' lives and allowance for participation in tribal events and are excused from regular school day activities.

**Background.** Continued collaboration and engagement within our educational system and with input from pueblos/tribes a cultural awareness will provide a positive effect for our Native American students.

**Methods.** A calendar committee is developed to work on the calendars for the next two years. The committee is comprised of teachers, parents, administration and Indian education staff, classified and certified staff. The committee reviews the current calendar and makes changes or adjustments. They will then review by month days that need to be added as a holiday, start and end dates for students and staff, parent/teacher conference dates and professional development days. The cultural dates of tribal communities are reviewed, discussed then added to calendar if needed. When students are at a cultural event the Governors will usually give the student a letter to present to administration of their absence and attendance at the event.

### Results.

 The district works with Tribal Governments to ensure we are meeting the needs of our students by allowing them to participate in feast days and any other events deemed by the tribe as part of their culture.

**Conclusion.** The calendar allows our Native American student to participate in their traditional activities within their communities. The time is excused so students may participate without any repercussions to the students.

### **Action Plan.**

 The objective of the calendar committee to review all calendars from school to ceremonial and get input from tribal communities. These are also discussed in Impact aid meeting and Title VI meetings.



### 2017-2018 (12 Month Employee Calendar)

### Board: Approved 4/20/2016

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### Early Release (Elementary Only )

8/24, 9/7, 9/21, 10/5, 11/2, 11/16, 11/30, 12/14 1/11, 1/25, 2/8, 2/22, 3/15, 4/12, 4/26, 5/10, 5/24

### Parent Teacher Conferences (Early Release: N-6()12:00; 7-12() 12:00)

October 19 and March 29

Conference Times: Elementary 1-4 PM; CVMS 3-6 PM; EVHS 4-7 PM

Importa	Important Dates 2017 / 2018				
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August 9, 10, 11	Teacher in-service (No School for Students)				
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NM K-3 PLUS "JUMP START"

Summer Program
Prep & Planning Day: July 3

Program Start: July 5

Day 15: July 25 Program End: Aug 8

FEBRILARY 2018

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### PED Reporting Days

Summer - Sept 1 (K3+)

40th Day -2nd Wed Oct (10/11)

80th Day -Dec 1

120th day - 2nd Wed Feb (2/14) EDY - after last day (5/29) 241

12 Month work Days Calendar Days

evr 2/25/16



### 2017-2018 (12 Month Employee Calendar)

### Board: Approved 4/20/2016

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80th Day	-Dec 1
120th day	- 2nd Wed Feb (2/14)
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Elementary School Hours	CFVMS/EVHS School Hours				
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Thursday Early Release 8:20-12:50 pm					

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Маў 26	EVHS Graduation 10:00 AM at Edward Medina Gym		

41		12 Month work D	ay.
260	in contract	12 Month work D. Calendar Days	

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NM X-3 PLUS "JUMP START" Summer Program Prep & Planning Day: July 1 Program Start: July 5 Day 15: July 25 Program End: Aug 8



### 2017-2018 SCHOOL CALENDAR (NM Prek)

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	NM Pre K School Hours: 8:30-2:15

Important Dates 2017 / 2018					
July 24-August 11	Pre-Registration for New Students				
August 7 and 8	New Teacher In-service				
August 9, 10, 11	Teacher In-service (No School for Students)				
August 14-15	Home Visits				
August 16	First Day of School  Class Orientation at 8:30  School-Welcome/Bus Registration at 9:30				
September 4	Holiday - Labor Day				
September 29	Teacher In-service (No School for Students)				
October 27	Teacher In-service (No School for Students)				
November 2	Parent-Teacher Conferences 1 (No School for Students)				
November 16	Parent Involvement Day #1 "Bring Your Parent to School Day"				
November 22 - 24	Holiday - Thanksgiving Break				
December 22 - January 7	Holiday - Winter Break				
January 15	Hollday - Martin Luther King, Jr.				
February 19	Holiday - President's Day				
February 22	Parent-Teacher Conferences 2 (No School for Students)				
March 5-9	Holiday - Spring Break				
March 30-April 2	Holiday - Spring Recess				
April 12	Parent Involvement Day #2 "Bring Your Parent to School Day"				
May 25	Last Day of School				

Early Release	(Elementari	Only
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Note: there are no Early Release Days for NM Pre-K Classes release early each day at 2:15.

Health and Development screenings are DUE Oct 2:

### PED Reporting Days

ummer - Sept 1 (K3+) 0th Day -2nd Wed Oct (10/11)

80th Day - Dec 1

120th day - 2nd Wed Feb (2/14) EOY - after last day (5/29) 175 184 Student Instructional Days
Teacher Work Days

Instructional Hours =

1006 (Statutory Requirement =900)

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### MM K-3 PLUS PUMP START

Prep & Planning Day: July 3 Program Start: July 5 Day 15: July 25 Program End: Aug 8

mm 5.9.17



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### 2017-2018 SCHOOL CALENDAR (EPS Preschool)

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July 24-August 11	Pre-Registration for New Students
August 7 and 8	New Teacher In-service
August 9, 10, 11	Teacher In-service
August 5, 10, 11	(No School for Students)
August 14-15	Home Visits
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September 29	(No School for Students)
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November 2	Parent-Teacher Conferences 1
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November 16	Parent Involvement Day #1
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November 22 - 24	Holiday - Thanksgiving Break
December 22 - January 7	Holiday - Winter Break
January 15	Holiday - Martin Luther King, Jr.
February 19	Holiday - President's Day
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February 22	(No School for Students)
March 5-9	Holiday - Spring Break
March 30-April 2	Holiday - Spring Recess
8mmil 33	Parent Involvement Day #2
April 12	"Bring Your Parent to School Day"
May 25	Last Day of School

### Early Release (Elementary Only )

Note: there are no Early Release Days for NM Pre-K Classes release early each day at 2:15.

Health and Development screenings are DUE Oct 2

### **PED Reporting Days**

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- Sept 1 (K3+) Summer -2nd Wed Oct (10/11) th Day

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120th day - 2nd Wed Feb (2/14) EOY - after last day (5/29)

175 184 Student Instructional Days Teacher Work Days

Instructional Hours =

(Statutory Requirement =450)

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### NIM K-3 PLUS "JUMP START" Summer Program

Prep & Planning Day: July 3 Program Start: July 5 Day 15: July 25 Program End: Aug 8 mlm 5,9.17



### 2017-2018 Education Calendar

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September – NNM teacher training session for Electric Ca Challenge

Sept. - Supercomputing Challenge kickoff

October Expanding Your

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November 18 — New Mexico Electric Car Challenge Compelition

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January - NM Future City Competition January - Middle School Science Bowl

February 17 NM Regional Science Bowl

February - Visits made for High School Internship Program

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**March** - RoboRAVE Raily Northern New Mexico

March 3 – Regional High School Science Bowl

March - Expanding Your Horizons Los Alamos

April	- May	National	Sciente
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April - May - National Science Sowi, Washington, DC

For additional information contact Janelle Vigil-Maestas at 665-4329 or vigil-m@lanl.gov Please note that Laboratory employees are /allowed up to 32 hours of Science Education Community Service Time per calendar year to support Science, Technology, Engineering or Math related initiatives.



#### Ohkay Owingeh Tribal Administration PO Box 1099 Ohkay Owingeh NM 87566

### Ohkay Owingeh 2017 Holiday Schedule

Monday January 2, 2017 🗸	New Year's Day
Friday January 6, 2017	All King's Day
Monday January 16, 2017 🗸	Martin Luther King Jr
Monday February 20, 2017	President's Day
Friday April 14, 2017	Good Friday
Monday May 29, 2017	Memorial Day
Tuesday June 13, 2017	St. Anthony Day
Tuesday July 4, 2017	Independence Day
Thursday August 10, 2017	PoPay Day
Monday September 4, 2017	Labor Day
Wednesday November 1, 2017	All Souls Day
Friday November 10, 2017	Veterans Day
Thursday November 23, 2017	Thanksgiving
Friday November 24, 2017	Day After Thanksgiving
Monday December 25, 2017	Christmas Day
Tuesday December 26, 2017	Turtle Dance
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Mullet	01/09/2017
Sheriff	Date

#### Ohkay Owingeh Traditional Calendar 2017

January – Oyíwhiht'saa P'úe

. 1<sup>st</sup> - New Year's Day – Nuuphaa Thaa

6<sup>th</sup> - All King's Day - Rey Thaa

- Celebrate newly elected officials

Various dances and feasts

Last weekend of the month:

Dances - Cloud Dance - Pogon Shadeh Basket Dance - T'un Shadeh

February - Dépihää P'úe

2<sup>nd</sup> weekend: Deer Dance – Pää Shadeh

3<sup>rd</sup> weekend: Seed ball / Shinny Game - P'uunanbay

20th Summer - Khayeh P'áe

March - Tsiyoópú P'óe

Spring Break

April - Kaa Waddee P'óe

Easter Break - Yoesi vi Woewaa Thaa

Dances: Butterfly - Thi? Shadeh

Yellow Corn - Kh'úu Ts'ayyin Shadeh

Group Buffalo - K'o Shadej Bow and Arrow - A'a Shadeh

Spring Social - P'ingeh Tsudeh Shadeh

May - Kh'úu Ko P'óe

Mother's Day - Yiya vi Thaa

June - Kaa Khuu P'áe

1<sup>st</sup> weekend: St Anthony visits home

13<sup>th</sup>: St. Anthony's Day - San Antonio Thaa Green Corn Dance - Khóhe?yeh Shadeh

3rd weekend: St. John visits homes

23<sup>rd</sup>: Ohkay Owingeh Fun Run (ää)

Man Dance - Sen Shadeh

Summer Buffalo - Ko?Pháynin Shadeh Winter Buffalo - Ko?Ts'a?in Shadeh

24th: Ohkay Owingeh Thaa - St. John's Feast Day Blessing of the Waters - P'oK'ay Comanche Dance - Phansây Shadeh Summer Buffalo - Ko?Phánin Shadeh Winter Buffalo - Ko?Ts'ä?in shadeh

July - Bay P'e?yin P'ée

August - T'ah tsaa P'óe

10th : Pueblo Revolt Day - P'opay Thaa

12<sup>th</sup> : Santa Clara Feast Day - Khaa P'óe Owingeh Thaa

14th: First Day of School

September - Hää P'ay P'óe

End of the Month: Harvest Dance - Ten bee Shadeh

October - Kaa Yemu P'ée

November - Hää Wé?geh P'óe

1<sup>st</sup> : Haa wengeh Thaa 22<sup>nd</sup> – 24<sup>th</sup>: Thanksgiving Break - P'indee Koe Thaa

December - Than Thaa P'óe

4<sup>th</sup> Kwaadi P'oe

24<sup>th</sup> : Matatsina Shadeh

25<sup>th</sup>: Matatsina Shadeh

'Angé?in Shadeh - Evening Dance

26th: Oekuu Shadeh - Turtle Dance

## SCHOOL SITE CONSULTATIONS

11. School site consultations with district Indian Education Committees, school site parent advisory councils and tribal and Indian Organizations.

**EPS Objective:** District Consultations ensure that Espanola Public Schools is collaborating and providing an understanding with tribal communities in regards to educational programs and to develop ways to improve the educational process and opportunities for American Indian students.

**Background:** Espanola Public Schools within the Title VI-Impact aid program and application, claim federally recognized American Indian students. As a district we develop Indian Policies and Procedures in consultation with tribal officials, parents, students and tribal communities.

**Methods:** As outlined in our Indian Policies and Procedures, we will hold our Impact Aid meetings on the second Thursday of each month, unless the meeting has to be changed due to activities within the district. The district will also host Tribal Community meetings to inform the community about our district and our program and to hear any issues or concerns in regards to the program.

#### Results:

 We have met every second Thursday of each month and an agenda is available for each meeting held.

**Conclusion:** The district has and is working hard in order to strengthen the partnerships with our Tribal Communities. We have to be able to get a quorum; so that the direction of the program is transparent to all and that there is equity within our programs. To date this is a major hurdle.

#### Action Plan.

 The goal of the Indian Education Program is to continue to work closely with our Tribal Communities and district staff. Inform all stakeholders about any changes that are taking place in the district, and to have a true trusting relationship and working towards what is best for our students, parents, community and schools. We will continue to strive for this goal.

#### Skip navigation

- Select a School\$
  - Española Public Schools
  - Abiquiu Elementary
  - Alcalde Elementary
  - Carlos F. Vigil Middle School
  - Chimayo Elementary
  - Dixon Elementary
  - Española Valley High School
  - Eutimio "Tim" Salazar III Elementary
  - Hernandez Elementary
  - James H. Rodriguez Elementary
  - Los Niños Kindergarten Center
  - San Juan Elementary
  - Tony E. Quintana Elementary
  - Velarde Elementary
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  - Tagalog
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  - Russian
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#### Admin 🗗



Española Public School District

405 Hunter Street, Española, NM, 87532

Phone 505-753-2254

**MENU** 

HOME DISTRICT DEPARTMENTS SCHOOLS ACADEMICS ATHLETICS BOARD

STUDENTS/PARENTS NEWS JOBS

Assessment

Espanola Public Schools / Departments / Assessment

Assessment Calendar 2017-2018

**Assessment** 

**PARCC** 

Assessment Spring 2018

Asking students to demonstrate their understanding of Assessment & 21st the subject matter is critical to the learning process: it is essential to evaluate whether the educational goals and standards of the lessons are being met. Assessment affects decisions about grades, placement, 505-753-2391 advancement, instructional needs, curriculum, and, in some cases, funding. Further, assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" EPS complies with the New Mexico Public Education Department's (NMPED) state requirements for assessing students.

**Century Director: Holly Martinez** 505-367-3335 Holly.Martinez@k12espanola

**Physical Address:** 405 Hunter Street Espanola, NM 87533

#### Istation Short Cycle Assessment

What are Istation's assessments? Istation's Indicators of Progress (ISIP) Early Reading and ISIP Lectura Temprana are sophisticated, webdelivered computer-adaptive testing (CAT) systems that provide continuous progress monitoring (CPM) by frequently assessing and reporting student ability in critical domains of reading and Spanish early reading, respectively, throughout the academic year.

#### **Teachers Resources**

- · Cycles of Instruction
- ISIP Assessment Reports
- ISIP Assessment Subtests
- · Istation Reading Instructions
- Summative Assessments include annual formal assessment of students. Summative assessments administered include:
  - EPIC New Mexico Exam Platform for Informing Curriculum End of Course (EOC) Assessments — administered to middle and high school students at the end of their course for classes for which an EOC exam is available. EOC exams may be utilized as final exams for student grading and in some instances may serve as Alternative Demonstration of Competency (ADC) for high school graduation purposes.
  - ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure largescale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). Administered in January - February, exact exam window TBD by PED.

- PARCC is an annual assessment in English Language Arts and in math for students in grades 3-11. While PARCC is a new assessment, New Mexico students have taken annual assessments in these subjects for decades (e.g., SBA, CTB Terra Nova, etc). Administered in March-April, exact exam window TBD by PED.
- Standards Based Assessment —
   Science (SBA-Science) is an annual
   assessment in Science for students in
   grades 4, 7 and 11. Administered in
   March-April, exact exam window TBD by
   PED.
- IPT Nationally normed language proficiency assessments, IPT is administered to students K-12 in order to measure program effectiveness and language proficiency for our Enrichment and Heritage Spanish Language Arts Program. IPT will identify Non-, Limited, or Fluent/Competent Spanish Language Proficiency. Administered in April-May annually for students participating in the BMEP.
- Alternative Assessment—Students who are unable to be assessed via traditional means and meet criteria for Alternative Assessment are assessed via the New Mexico Alternate Performance Assessment (NMAPA) for Science and Social Studies and the National Center and State Collaborative (NCSC) which is an alternative assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The goal of the NCSC project is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

#### ESPAÑOLA PUBLIC SCHOOLS

Española Public Schools 405 Hunter Street Española, NM, 87532

Phone 505-753-2254

#### **CONTACT US**

We welcome your comments or suggestions about our school district or our Web Site. Click here to contact us. Thank you! Countdown to PARCC

**PARCC Resources** 

PARCC Presentation - August 2, 2017

PARCC Data -Spring 2017

Graduation Requirements



The PARCC assessment system is the product of a unique partnership between local educators and states working together to develop the next generation of testing.

Countdown to PARCC

<u>Graduation</u> <u>Requirements</u>

PARCC 2018 District Testing Schedule PARCC Data - Spring Physical Location:
2017 Office of Assessmen

PARCC Presentation
- August 2, 2017

**PARCC** Resources

Assessment & 21st Century Director: Holly Martinez 505-753-6819 Holly.Martinez@k12espanola

Administrative Assistant: Carolina Gallegos 505-753-6819

Carolina.Gallegos@k12espar

**Mailing Address:** 323 North Coronado Avenue Española, NM 87532

Physical Location:
Office of Assessment and
21st Century Afterschool
Programs is located Los
Ninos Kindergarten Center:

323 North Coronado Avenue Española, NM 87532

Please sign in at the Los Ninos Kindergarten Center Main office when visiting the campus.

#### ESPAÑOLA PUBLIC SCHOOLS

Española Public Schools 405 Hunter Street Española, NM, 87532

Phone 505-753-2254

#### **CONTACT US**

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21st Century Community Learning Centers (CCLC) is an out of school time program offered free of charge through a federal grant administered by the New Mexico Public Education Department. The program offers academic, leadership, and enrichment opportunities for students and families.

#### 21st CCLC News

Enrolling now for the 21st CCLC Summer Program that runs June 1-28, 2018

03/23/2018

Enrolling now for the 21st CCLC Summer Program that runs June 1-28, 2018

#### ESPAÑOLA PUBLIC SCHOOLS

Española Public Schools 405 Hunter Street Española, NM, 87532

Phone 505-753-2254

#### **CONTACT US**

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Myra L. Martinez,

Federal Programs.

& Accountability

Physical Address:

Española, New Mexico

405 Hunter Street

**Assessment** 

505-367-3330

87532

Assessment

**Athletics** 

**Bilingual Education** 

**Business Services** 

Cafeteria Services

Curriculum & Instruction

Student Services and Wellness

Facilities & **Maintenance** 

Federal Programs

**Human Resources** 

**Indian Education** 

Technology

Transportation

The Bilingual Education Department strives to promote **Executive Director** and develop English proficiency, intellectual growth, self-concept and cultural sensitivity in English as a Second Language (ESL) students. The Bilingual Education Department strives to ensure Española Public myra.martinez@k12espanok Schools students have access to effective bilingual multicultural education programs providing culturally and linguistically responsive, rigorous instructional programming that supports all students-including immigrant and/or English learners (ELs)—to become bilingual and biliterate, meet and exceed all content area standards, demonstrate academic excellence, and experience school success, such that students are prepared beyond the classroom to lead productive. purposeful lives in service to the larger community.

Española Public Schools implements a Heritage Language (Spanish or Tewa) instructional programs at all school sites and at most grade levels as staff is available. Española Public Schools also offers English Language Development (ELD) to English Language Learners (ELL) as necessary and available at school sites.

**Espanola Public Schools Guidance Documents** 

Española BMEP Program Guide (Draft) Language Usage Survey (LUS) LUS Guidance

**Curriculum Guidance - Spanish Language Arts** 

Elementary Guide - Santillanas Descubre Secondary Guide - Español Santillanas Española Heritage Revitalization Project Guide Standards & Benchmarks

**Curriculum Guidance - Spanish Language Arts** Wonders ELD Program **ELD Standards & Benchmarks** 

#### **NMPED Resource Links:**

- NM PED Bilingual Education Department
- 2016-2017 BMEP Important Dates

#### **ESPAÑOLA PUBLIC SCHOOLS**

Española Public Schools 405 Hunter Street Española, NM, 87532

Phone 505-753-2254

#### **CONTACT US**

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#### Skip navigation

- Select a School\$
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  - Abiquiu Elementary
  - Alcalde Elementary
  - Carlos F. Vigil Middle School
  - Chimayo Elementary
  - Dixon Elementary
  - Española Valley High School
  - Eutimio "Tim" Salazar III Elementary
  - Hernandez Elementary
  - James H. Rodriguez Elementary
  - Los Niños Kindergarten Center
  - San Juan Elementary
  - Tony E. Quintana Elementary
  - Velarde Elementary
- Language\$
  - Spanish
  - Cantonese
  - French
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  - Italian
  - Tagalog
  - Vietnamese
  - Korean
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#### Admin 🌣



Española Public School District

405 Hunter Street, Española, NM, 87532 Phone 505-753-2254

**MENU** 

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Espanola Public Schools / Departments / Federal Programs / EPS Federal Programs

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**EPS Federal Programs** 

#### **Title I - At Risk Programs**

U.S. Department of Education: Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)

- · School wide
- Targeted

U.S. Department of Education: Programs Table of Contents

#### **Title II - Professional Development**

U.S. Department of Education: Improving Teacher Quality State Grants

- Training
- Classes for Instructional Assistants
- Teachers and Administrators
- · Class size reduction

#### Title III - English Language Learner Program

<u>U.S. Department of Education: Title III — Language Instruction for Limited English Proficient and Immigrant Students</u>

- Language Acquisition
- Professional Development
- · Parent Involvement

#### **Rural Low Income Program**

US Department of Education: Rural and Low-Income School Program

- Teacher Salaries
- Support, enhance, or extend approved district Titles I, II, III
- Allowable administrative and indirect costs

#### ESPAÑOLA PUBLIC SCHOOLS

Española Public Schools 405 Hunter Street Española, NM, 87532

Phone 505-753-2254

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MENU

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**Interventions** 

**Interventions** 

#### **Interventions 2016-17 School Year**

#### Achieve3000

Achieve3000 solutions provide the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. High interest topic for the entire class, scientifically matched to each student's individual Lexile reading level. Our goal is to provide assistance to our ELL and at risk readers. Currently CFVMS is using the program, both during the regular school day as well as after school.

Achieve3000 Website

#### **Corrective Reading**

McGraw Hill Education Website

#### ESPAÑOLA PUBLIC SCHOOLS

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#### **CONTACT US**

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Who is Indian Education?

What is Indian Education?

Indian Education
Policies and
Procedures (IPP)

Indian Education Program Parent Committee Bylaws

Indian Education
Needs Assessment

<u>Indian Education</u> <u>Committee Meeting</u>

IEC Meeting Agenda, Feb 8, 2018

#### What is Indian Education?

Indian Education is the utilization of cultural understandings to the provide an enhanced and enriched method of approaching education by creating and providing connections to learn through culturally appropriate and responsive methodologies.

In simple terms, Indian Education aims to utilize the student's community and cultural experiences to create connections to their education.

Indian Education aims to:

- Ensure the maintenance of Native Languages.
- Provide opportunities that positively effect the educational success of Native American students.
- · Ensure partnerships with tribes and local community stakeholders.
- Ensure that culturally based methodologies are developed implemented and utilized in conjunction with local tribes. Encourage and foster parental involvement.
- Develop and maintain cultural competencies to ensure all relevant Indian Education programs are sustained with EPSD.

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Who is Indian Education?

What is Indian Education?

Indian Education Policies and Procedures (IPP)

Indian Education
Program Parent
Committee Bylaws

Indian Education Needs Assessment

Indian Education
Committee Meeting

IEC Meeting Agenda, Feb 8, 2018

#### Who is Indian Education?

EPSD - Indian Education represents 26 different tribes with our 274 identified Native American students. The diversity of our Native American population is unique, and our tribal affiliations lend and enrich our capacity for multi-cultural growth ad understandings. Priarily, our goal is to collaborate and partner with our two adjacent pueblos, Ohkay Owingeh and Santa Clara.

These two pueblos, and their ever present contributions to the rich culture and history of the Espanola Valley, have and will continue to provide our students, as well as their own, the opportunity to grow together with the Espanola Valley.

In Addition, we have a vast network of community partners.

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## WELCOME

to Espanola Public
School's Special Edu- I
cation Department.
We are excited about the



We are excited about the programs and services that we offer to the special education students in our district.

Within the district, each of our elementary, middle and high schools provide programs for students who qualify for special education services.

Additionally, there are programs and services for preschool students through post high school students. Within these programs, support is provided to students who meet criteria for any of the special education exceptionalities as defined by The New Mexico Public Education Department.

## **EXTENDED SCHOOL YEAR**

Some children with disabilities require special education and related services longer than the usual school year. Extended School Year (ESY) services are special education and/or related services provided beyond the usual school year.

## **ANCILLARY SERVICES**

EPS special education works closely with their Ancillary Support Staff. Ancillary Services are support services that are provided to children with disabilities to help them reach their individual educational program goals. Ancillary services include services such as speech and language therapy, occupational therapy, and physical therapy, social work services, and psychological services which are also called related services or supplementary aids and services. Not every child who has a disability needs related services, but for those who do, the services are included on the child's individual education program (IEP).



## **3Y 4Y PRE SCHOOL**

EPS provides a pre school program for students who are 3 and 4 years of age. The program offers our young special students an opportunity to attend a developmentally appropriate program, receive therapies and interact with other children.

# STUDENT ASSISTANCE TEAM-

Additional testing through Special Education resources may be recommended once a SAT has been completed. This recommendation comes from the members of the SAT only after modifications and suggestions have not proven to be successful. The **Student Assistance**Team (SAT) is a school team, which includes the parent and the students. It assists students by ensuring that the school and community are doing everything possible to assist the students' in their academic success.

## CHILD FIND-

An integral part of the EPS Special Education Department is also Child Find which helps to identify young children who may need to access services prior to school-age. EPS schedules Child Find to take place monthly.

If you are concerned about your child's development in the areas of communication skills, motor skills, social/emotional skills, self-help or cognitive skills, contact our Special Education Office to schedule an appointment.



# AUTISM TECHNICAL ASSISTANCE TEAM (ATAT)

Students with autism present unique challenges to school teams. The number of students diagnosed with autism has increased, which has led to continuous program development in regards to the most effective instructional strategies. Strategies that are effective for other students with or without disabilities are often not effective for students with autism.

The EPS Autism Technical Assistance Team (ATAT) is an ongoing resource for the Student Service Team (SST) that supports students with Autism Spectrum Disorders (ASD). The SST typically includes the student, their teachers, educational assistants, related service providers, nurses, administrators and parents.

In addition, EPS ATAT provides a variety of training opportunities throughout the school year. Schools can also request autism-related staff development. The ATAT is here to help

you put the pieces together



## ALTERNATIVE SETTING

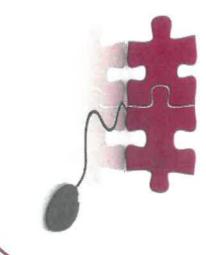
Our alternative program is a High School educational setting designed to accommodate the educational needs of students who are more successful in an embedded program. It is considered a more restrictive setting where our students complete courses online. Our program is flexible which allows for more variety in educational activities. It is considered an accelerated option where students can earn credits through projects and work packets. Many students with behavioral needs can benefit in this program since instruction is provided in a smaller group setting with less distractions.

## **ASSISTIVE TECHNOLOGY**

demic success. sure they have the best chance possible of aca-Special Education in the form of personnel and providing full time resources to its' students in at the forefront in the state of New Mexico in child with a disability. Espanola Public Schools is modified, or customized, that is used to increase gy, whether acquired commercially off the shelf, training to students, teachers, and families to enprovide assessment, program development, and round support from trained AT specialists who resources. EPS students have ongoing, yearmaintain, or improve functional capabilities of a ment, product, system, or stratefers to any item, piece of equip-Assistive Technology (AT) re-

## Espanola Public Schools

# SPECIAL EDUCATION DEPARTMENT





## SCHOOL DISTRICT INITIATIVES

#### 9. School District Intiatives

**EPS Objective.** The objective is to ensure that Espanola Public Schools provide our Stakeholders with initiatives that will support and decrease the number of student dropouts from our American Indian students.

**Background.** New Mexico pursues programs and strategies to meet the needs of at risk students and to address obstacles that are keeping students from staying in school. It is challenging at times to obtain the needed resources to help our students. The district will continue to collaborate with and engage tribes for input in regards to academics and cultural awareness and hope that the recommendations have a positive effect on the development of instructional practices that will help reduce the dropout rate and increase student success.

**Methods.** Dropout rates are calculated for 7<sup>th</sup> -12<sup>th</sup> grades. A student will be considered a dropout if they were enrolled anytime during the previous year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions.

#### Results.

• The creation of a strategic plan would be our next step to have ideas and plans in writing with assessment points along the way.

#### Conclusion.

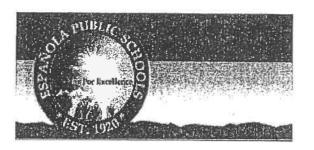
When taking a view of the dropout students you see various reasons for non-attendance for example, student does not re-enroll, invalid transfers, intends to take GED the biggest struggle is in student apathy towards education. Poverty as well as drugs, alcohol, teen pregnancy and other societal issues are a dilemma and are an issue in our district. These are just the tip of the ice berg in terms of community and societal issues.

#### **Action Plan.**

Espanola Public Schools encourages our schools, school site administrators and staff to
continue to support our American Indian students to stay in school and engage them in their
classes, with support from a strong curriculum and becoming a part of the educational
process. We will continue to collaborate with tribal communities in implementing academic
and cultural awareness.

#### **ACTING SUPERINTENDENT**

Ms. Denise L. Johnston denise.johnston@k12espanola.org
Website: www.k12espanola.org
1260 Industrial Park Road
Española, New Mexico 87532
505-753-2254 – 367-3303
Fax 505-753-2321



#### **BOARD OF EDUCATION**

Ruben Archuleta, President Yolanda M. Salazar, Vice President Gilbert A. Serrano, Secretary Patrick Herrera, Member Pablo E. Luján, Member

#### Indian Education Committee Meeting

Minutes

Thursday, April 20, 2017 5:30 pm

Espanola Public Schools' Central Office Board Room

#### 1. Opening Business

In Attendance:

Ricardo Sanchez, Indian Ed. Director EPS

Joline Martinez, IEC Chairperson

Gina Chavarria, Santa Clara Representative Aileen Cruz, Ohkay Owingeh Indian Education

Brandon Cata, Tewa Teacher

Angle Baca, Parent

Keera Abeyta, Indian Ed. Specialist

Not in Attendance:

Jessica Wright-Romero, Tewa Teacher

Student Reps

#### 2. EASIE- Title VI

- a. Window is open March 31st,- Indian Ed. Director certified Part I.
- b. One year vs. Multiyear application IEC would like to submit Multiyear application.
- Closes 31 days from window being open number of increase students, change of blood quantum in Ohkay Owingeh.
- d. Deadline April 28
- e. Webinar is archived

#### 3. Tewa Women United

- a. Meeting on April 5th @ TWU Building
- b. Trying to summarize the programs within the district.
- c. Curriculum???
- d. Summarizing of services:
  - 1. Los Cumbres-3and 5 year olds.
  - 2. Presbyterian-Snack packs JHR, San Juan, TEQ, Hernandez-Knights of Columbus RAC-Stop, YMCA, Big Brother/Big Sister, El Valle Del Sol, Contractors for

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SLP, OT, PT, PSY, Recreational therapist, Talking hands and feet, Arts, Dance programs.

#### 4. Update on By-Laws

a. Members will be given a finalized copy of the changes.
 IEC members will review and bring to next meeting.

#### 5. Trainings attended

- a. Listening Circles being requested by PED
- b. Early Warning Intervention
  - 1. Based on data acquired during the school year is being utilized @CFVMS.
  - 2. Data is based on the following factors:
    - \*Attendance and Truancy
    - \*College and Career Readiness and Pathway
    - \* Cultural Competency Training and Culturally Responsive Education
    - \* Maintenance of Language and Support for English Learners
    - \* Systems Alignment (between PED-District Schools, BIE Operated Schools, Tribally Controlled Schools)

#### 3. Tribal Consultation

- a. A discussion on how to better serve the ELL students.
- b. Question/answer session or discussion.
   Indian Ed. Director will send an email for discussion.

#### 4. 2017-2018 Needs Assessment Survey

- a. Survey will be given to committee
- b. input and dissemination of survey (additions/ subtractions)

IEC would like for every parent to take this needs assessment survey.

#### 5. Professional Development

- a. Developing Culturally Relevant Language Teaching guides, Activities and materials.
   May 3-5 at Buffalo Thunder.
- b. Professional training to create a TEWA test for bilingual education. (Stipend for staff) Indian Ed. Director invited all members of committee to attend. IEC suggested that students go to this Conference.

#### 6. Financial Information Sheet

a. A copy of the RFI under the state umbrella will be given to members.
 Chairperson, Joline asked for a copy of Tewa Teacher's Jessica and Brandon's rubic.

#### 7. Guest Speaker

a. G. Precious a Native American rapper will be brought to talk to students.
 Indian Ed. Director informed IEC about G Precious contacting Indian Ed. Office to present and entertain for free.

Meeting Adjourned at 6:43 pm

Next meeting Thursday, May 10, 2017 Ohkay Owingeh Tribal Administration Building @ 5:30 pm.

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### TEWA Curriculum Scope & Sequence 7-8 2017-On-Going

1. Dialect	2.Conve	Introduction of T	individual perspe		audience. Interact in grundentify basic linguistics consonants, vowels, etc.	clearly using a va Choose between dialects as appro	Writing and Speaking Compose a varie	rehension
3. Traditional	2.Conversational	Introduction of Tewa language triangle model:	Use a variety of resources of resources to express individual perspectives in response to personal, social, cultural, and historical issues.	Non-Tewa Proficient (NTP)	audience. Interact in group discussions. Identify basic linguistics Alphabet system, consonants, vowels, etc.	fluency to communicate ideas and information clearly using a variety of multimedia technologies. Choose between standard and non-standard English dialects as appropriate for the topic, purpose, and	Compose a variety of writings that develop sentence	Identify and analyze recurring themes (e.g., Song/dance, tribal calendar activities, dialect) cross works from a variety of cultures and dialects. Respond to information materials that are read, heard, or viewed.  Accurately identify author's purpose and perspective. Use knowledge of context and vocabulary to understand informational text.  Refine critical thinking skills and develop criteria that evaluate arguments and, Identify recurring themes in literary works.  Identify traditional opening protocol Identify traditional songs  Non-Tewa proficient (NTP)
	*Dialect	Demonstrate familiarity with selected: *Classical literature	Continued use of Tewa language triangle model, images, video, and visual representations as informational research tools.	Identify basic linguistics Alphabet system, consonants, vowels, etc.  Partial Immersion in writing and speaking  Non-Tewa Proficient (NTP)	Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passage, and ideas.	are reflected towards slang, jargon, different language styles, and dialect.  Use correct and varied sentence types and sentence openings.	Identify formal and informal speaking contexts that	Interact in group activities and/or seminars. Compare, contrast, and evaluate for details, main ideas, themes, actions, and main character from oral selections. Recognize when information presented in a text is new knowledge and describe how it can be used. Use the various parts of a text to locate specific information (index, table of contents, glossary). Identify the topic sentence in a reading selection. Identify traditional opening protocol Identify traditional songs Non-Tewa proficient (NTP)

### TEWA Curriculum Scope & Sequence Tewa level 1 9-10 2017-On-Going

	*Conversational	
*Conversational		
"IVIYTHOIOGY"		
***************************************		
*Classical literature		
Demonstrate familiarity with selected:	and visual representations as informational research tools.	
representations as informational research tools.	Continued use of Tewa language triangle model, images, video,	
Continued use of Tewa language triangle model, images, video, and visual	Continued use of Tewa language triangle model: 2. Conversational	
Continued use of Tewa language triangle model: 2. Conversational	issues.	
response to personal, social, cultural, and historical issues.	perspectives in response to personal, social, cultural, and historical	Media
Use a variety of resources of resources to express individual perspectives in	Use a variety of resources of resources to express individual	Literature &
Limited Tewa Proficient (LTP)	Limited Tewa Proficient (LTP)	
Half Immersion in writing and speaking.	Half Immersion in writing and speaking	
communication in the language being used.	ised.	
Compose a variety of interaction that develop verbal response to	Compose a variety of interaction that develop verbal response to	
Identify basic linguistics Alphabet system, consonants, vowels, etc.	Identify basic linguistics Alphabet system, consonants, vowels, etc.	
discussions.	group discussions.	
appropriate for the topic, purpose, and audience. Interact in group	e topic, purpose, and audience. Interact in	
Choose between standard and non-standard English dialects as	Choose between standard and non-standard English dialects as	
technologies.		
communicate ideas and information clearly using a variety of multimedia	nformation clearly using a variety of	Speaking
Compose a variety of writings that develop sentence fluency to	Compose a variety of writings that develop sentence fluency to	Writing and
Limited Tewa Proficient (LTP)	Limited Tewa Proficient (LTP)	
Interact in conversational activities	Interact in conversational activities	
Identify traditional songs	Identify traditional songs	
Identify traditional opening protocol	Identify traditional opening protocol	
Response to verbal commands.	Response to verbal commands.	
Identify the topic sentence in a reading selection.	Identify the topic sentence in a reading selection.	
contents, glossary).	(index, table of contents, glossary).	
Use the various parts of a text to locate specific information (index, table of	Use the various parts of a text to locate specific information	
describe how it can be used.	and describe how it can be used.	
Recognize when information presented in a text is new knowledge and	Recognize when information presented in a text is new knowledge	
oral selections.		Comprehension
evaluate for details, main ideas, themes, actions, and main character from		Listening for
Interact in group activities and/or seminars. Compare, contrast, and	Interact in group activities and/or seminars. Compare, contrast,	keading and

# Espanola Public Schools

April 16-27, 2018 PARCC Primary April 29-May 4, 2018 Make-up Testing PARCC Primary Test Window

# **Elementary Schedule**

Make-IIIn Test	3 MATH, S3 60 min	4 MATH, S2	3 ELA, S2 75 min	4 ELA, SI women	1:00-2:30
4 Math, S4	4 MATH, S3 or min	3 ELA, S3 90 min	4 ELA, SZ Wallet	3 MATH, S1 60 min	10:30-12:00
3 Math, S4 60 min	4 ELA, 53 4/ 466	3 MATH, S2 60 min	4 MATH, SI DE BOOK	3 ELA, S1 90 min	8:45-10:15
20	19	18	17	16	
Frid	Thursday	Wednesday	Tuesday	Monday	

	23	24	25	26	27
8:45-10:15	5 ELA, S1 90 min	6 MATH, S1 80 min	5 MATH, S2 60 min	6 ELA, S3 90 min	5 MATH, S3 60 min
10:30-12:00	5 MATH, S1 60 min	6 ELA,S2 90 min	5 ELA, S3 90 min	6 MATH, S3 80 min	5 MATH, S4 60 min
1:00-2:30	6 ELA, S1 90 min	5 ELA, S2 90 min	6 MATH, S2 80 min	Early Release Day	Make-up Test

	30	_	2	ယ	4
8:45-10:15	3 <sup>rd</sup> Grade ELA Field Test 90 min	Make-up Test	Make-up Test	Make-up Test	WINDOW CLOSES
10:30-12:00	Make-up Test	Make-up Test	Make-up Test	Make-up Test	WINDOW CLOSES
1:00-2:30	Make-up Test	Make-up Test	Make-up Test	Make-up Test	WINDOW CLOSES
	*3rd Grade will participate in DARCC ELA Field test	te in PARCC EI A Field	tost		

Srd Grade will participate in PARCC ELA Field test

# Espanola Public Schools

April 27-May 4, 2018 April 27-May 4, 2018 Make-up Testing PARCC Primary Test Window

# **CFVMS PARCC SCHEDULE**

Make-up Test		7th Cowboys Math	7th Earline El A 1	7th Cowbovs ELA 1	1:30-3:00
Make-up Test	7th Eagles ELA 3	7th Cowboys ELA 3	7th Eagles Math 2	7th Cowboys Math 2	10:15-12:05
Make-up Test	7th Eagles ELA 2	7th Cowboys ELA 2	7th Eagles Math 1	7th Cowboys Math	8:30-10:00
27	26	25	24	23	
	8th Aggies Math 3	8th Lobos Math 3	8th Aggies ELA 1	8th Lobos ELA 1	1:30-3:00
	8th Aggies ELA 3	8th Lobos ELA 3	8th Aggies Math 2	8th Lobos Math 2	10:15-12:05
	8th Aggies ELA 2	8th Lobos ELA 2	8th Aggies Math 1	8th Lobos Math 1	8:30-10:00
20	19	18	17	6	
Friday	hursday	Wednesday	Tuesday	Monday.	

	30		2	ယ	4
8:30-10:00	Make-up Test	Make-up Test	Make-up Test	Make-up Test	WINDOW CLOSES
10:15-12:05	Make-up Test	Make-up Test	Make-up Test	Make-up Test	WINDOW CLOSES
1:30-3:00	Make-up Test	Make-up Test	Make-up Test	Make-up Test	WINDOW CLOSES
*FI A 90 minute sessions					

**ELA 90 minute sessions** 

<sup>\*</sup>Math 80 minute sessions

# Espanola Public Schools

April 27-May 4, 2018 Make-up Testing April 16-27, 2018 **PARCC Primary Test Window** 

# **EVHS PARCC SCHEDULE**

(Do not bring your cell phone to school on testing days!)

	16	17	18	19	20
8:30-10:00	WINDOW OPENS	9 MATH, U1 90 min	10 MATH, U1 90 puts	11 MATH, U1 90 min	
10:15-12:05	WINDOW OPENS	9 ELA, U1 90 min	10 EtA, UI 90 min	11 ELA, U1 90 min	
1:30-3:00	WINDOW OPENS	9 MATH, U2 00 min	10 MATH, U2 10 mis	11 MATH, U2 90 min	

Make-up Test	11 ELA, U3 90 min	10 ELA, U8 10 1611	9 ELA, U3 90 min		1:30-3:00
Make-up Test	11 ELA,U2 90 Nin	10 ELA, U2 10 1/m	9 ELA, U2 90 Viin		10:15-12:05
Make-up Test	11 MATH, U3 90 min	10 MATH, US rounn	9 MATH, U3 (x) min		8:30-10:00
27	26	25	24	23	

	30	_	2	ယ	4
8:30-10:00	Make-up Test	Make-up Test	Make-up Test	Make-up Test	WINDOW CLOSES
10:15-12:05	Make-up Test	Make-up Test	Make-up Test	Make-up Test	WINDOW CLOSES
1:30-3:00	Make-up Test	Make-up Test	Make-up Test	Make-up Test	WINDOW CLOSES

<sup>\*</sup>ELA and Math 90 minute sessions

## And EVALUATION MEASURES

#### 12. Indigenous research and evaluation measures and results for effective curricula for tribal students.

**EPS Objective:** The district has a curriculum created by TEWA Teachers (past and present) along with scope and sequence. We have also created an assessment tool. We continue to attend professional development to improve curriculum and assessment tool. We plan on improving curriculum and assessment tool as we also gain knowledge and input from all stakeholders.

**Background:** We have attended much training throughout the school year with the Indigenous Language Institute and will continue to improve revise our curriculum as we get more training to implement.

**Methods.** We have a TEWA Told Test in order to assess the students for proficiency and we continue to revise and assess the program to make the needed changes according to our needs.

#### Results.

• We have scope and sequence in place and what we are teaching at each level we now need to improve on how to assess students and programs.

**Conclusion:** EPS will continue to attend workshops and get tribal input to improve our services to students, communication to tribal entities as well as revision of curriculum as needed.

#### **Action Plan.**

• EPS will continue to assess using the TEWA Told Test and make revisions and changes as needed.

#### **Ricardo Sanchez**

`rom: Indigenous Language Institute <ili@ilinative.org>

sent: Saturday, September 23, 2017 2:11 PM

To: Ricardo Sanchez

Subject: Total Immersion Plus - Learn Language at Super-Fast Speed, Oct 26-26, 2017

#### October 3 is Deadline to Register



### Learning to SPEAK Our Language at Super-Fast Speed

Click here to register

Before October 2nd deadline.
Limited seating

#### Dear Ricardo,

ILI is pleased to invite Finlay Macleod from Scotland to New Mexico for the fourth year! This workshop is an **introduction** to **intensive language immersion** sessions that help adults become conversationally proficient.

There are many early childhood heritage language teaching efforts, mostly as school-based programs, some as immersion settings in schools and communities. It is heartwarming to see our young ones feeling good about speaking the heritage languages. However, communities are challenged with critical issues; listed here is a few of the concerns:

1. Shortage of adults who speak well enough to become mentors and instructors in immersion settings

- 2. Speakers requiring proper training to be effective mentors and instructors in immersion settings
  - 3. Lack or absence of heritage language use in the homes
  - 4. Lack or absence of language use among adults in the community

We must address these "adult" needs simultaneously with our efforts to create speakers of our little children. Our children need reinforcement in homes and communities. If we don't have adults USING language in the homes, the learners are not getting enough LANGUAGE INPUT. The adults need training and opportunities to become conversant in languages to bring language into the homes.

The workshop focuses on *methodology* of **Total Immersion Plus** that has produced adult speakers through an intensive 4-week 24/7 immersion "boot camp". Mr. Macleod has over 36 years of experience with this TIP method. He is the instructor who helped the Gaelic community in Nova Scotia, Canada produce phenomenal results: from 500 speakers in 2006 to 2,000 speakers in 2016!

During the two-day training, you will learn immersion techniques that will immediately help your language work. But mainly, during the two days, you will get a glimpse of a powerful, effective way to help adults in your community become conversationally proficient at super-fast speed. You will learn what is required to implement these intensive 4 to 8 week sessions in your community.

The immersion exercises will be conducted in Scottish Gaelic, not to teach Gaelic, but to **demonstrate the essential methodologies** that go into conducting intensive immersion "boot camps". Participants will practice the methodology in their heritage languages with each other.

#### **Registration Information**

Click here for PDF of Registration Form

Deadline is October 2. Seating is limited to 50 so register early.

#### **More Information**

DATES: October 26-27, 2017 (immediately after ILI's Symposium 2017)
VENUE: Buffalo Thunder Resort, Santa Fe (Pueblo of Pojoaque), New Mexico
Book lodging at Buffalo Thunder Resort at conference rate: **deadline October 2, 2017**Use "ILIS2017" code for conference group rate.

Immediately before this Workshop is the ILI Symposium 2017, October 23-25. For more information and registration, click here

Indigenous Language Institute, 1501 Cerrillos Road, U Building, Santa Fe, NM 87505

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#### **Ricardo Sanchez**

rom: Indigenous Language Institute <ili@ilinative.org>

Tuesday, May 08, 2018 6:01 AM sent:

To: Ricardo Sanchez

Subject: Register Now - June 10-12, 2018 "Practicing Immersion: How Do We Do It?"

Workshop

**Follow Up Flag:** Follow up Flag Status:

Completed



**Register Now** "Practicing Immersion: How Do We Do It?" Workshop June 10-12, 2018 **Hyatt Regency Tamaya Resort** Santa Ana Pueblo (Bernalillo), New Mexico



#### **Practicing Immersion: How Do We Do It?**

This three-day workshop will teach different methodologies for language immersion acquisition for all ages with a focus on developing speaking skills (oral proficiency). Methodologies will include: Natural Approach (NA), Learner-Driven Approach, Total Physical Response (TPR), Strategies for "staying in the language". Lectures on how language acquisition happens will inform teachers, community members, parents, caregivers and tribal leaders to plan effective strategies and activities for language learners. Participants will have opportunities to share and learn from each other in networking sessions.

Recommended for teachers and staff of all grade levels (preschool to college student), program directors, administrators, language advocates, parents, caregivers and tribal leaders.

Deadline to register and book hotel rooms at a discounted rate is May 25, 2018.

#### **OUR INSTRUCTORS:**



Jennie DeGroat

Jennie DeGroat (Diné) is a Bilingual & Multicultural Senior Lecturer at Northern Arizona University in Flagstaff, Arizona.



#### Sheilah Nicholas

Sheilah Nicholas, Ph.D. (Hopi) is a Professor in the Language, Reading and Culture Program, Department of Teaching, Learning and Sociocultural Studies at the University of Arizona, Tucson.

#### **REGISTER HERE**

#### **Event Info:**

June 10-12, 2018 8:30 AM - 4:30 PM each day at Hyatt Regency Tamaya Resort & Spa 1300 Tuyuna Trail Santa Ana Pueblo (Bernalillo), New Mexico 87004

You can reach us directly at (505) 820-0311 or ili@ilinative.org



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rom:

Indigenous Language Institute <ili@ilinative.org>

ent:

Tuesday, March 06, 2018 5:01 AM

To:

Ricardo Sanchez

Subject:

Registration Open - April 9-11, 2018 "Developing Relevant Language Teaching

Guides, Activities and Materials" Workshop

×

Registration is OPEN!

Developing Relevant Language Teaching
Guides, Activities and Materials Workshop
April 9-11, 2018

Buffalo Thunder Resort
Santa Fe, New Mexico

×

### Developing Relevant Language Teaching Guides, Activities and Materials Workshop

This three-day workshop will teach how to develop language teaching guides (curriculum) founded on one's cultural values and worldview that will work in tandem with school standards. Participants will develop language activities (lesson plans) and language materials. This is a very hands-on training workshop. Participants will be required to develop and share mini-lessons that apply learned theories.

Recommended for teachers and staff of all grade levels (preschool to college student), program directors, administrators, language advocates, parents, caregivers and tribal leaders.

**Deadline to register is March 25, 2018**. This is also the deadline to book your hotel room at the group discount rate.

**REGISTER NOW** 

**Event Info:** 



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#### Ricardo Sanchez

rom:

Indigenous Language Institute <ili=ilinative.org@mail227.atl101.mcdlv.net> on behalf

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Sent:

Wednesday, May 30, 2018 5:33 AM

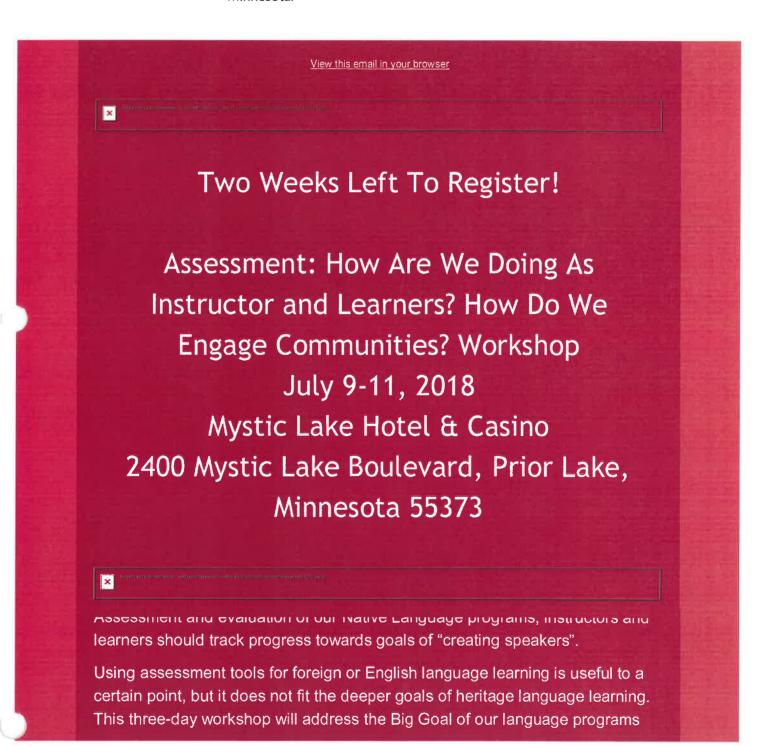
To:

Ricardo Sanchez

**Subject:** 

Two Weeks Left To Register - July 9-11, 2018 Assessment Workshop in Prior Lake,

Minnesota!



Goal as a guide, we will show and discuss ways to measure progress of language acquisition and practice implementing the assessment methods.

We will discuss how to incorporate culturally-based and relevant assessments that can work in tandem with school standards for school-based language programs.

Recommended for Preschool through higher education teachers and staff, parents, caregivers, program directors, administrators, language advocates and tribal leaders.

The deadline to Register is June 13, 2018.

#### **REGISTER HERE**

x x x

Phone Number: (505) 820-0311

Fax Number: (888) 507-6658

Email: <u>ili@ilinative.org</u>

#### Our mailing address is:

Indigenous Language Institute 1501 Cerrillos Road, U-Building Santa Fe, New Mexico 87508

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