



Espanola Public Schools
Tribal Education Status Report
2017-2018

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Tribal Education Status Report

Espanola Public Schools

District Wide

2017-2018

Bobbie Gutierrez

Superintendent

Denise Johnston

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 st 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 AI 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

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 3



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE
NEW MEXICO

8015 - 2016
ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	#	%	
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations				
Cross-State	472,413	738	87,799	86,937	110,217	167,747	19,713	187,460	4.2%	187,460	39.7%
State	24,282	723	6,808	5,730	5,883	5,576	285	5,861	1.2%	5,861	24.1%
District	315	717	105	78	71	60	1	61	0.3%	61	19.4%
Gender											
Female	165	721	50	38	45	31	1	32	0.6%	32	19.4%
Male	150	714	55	40	26	29	0	29	0.0%	29	19.3%
Ethnicity/Race											
Hispanic or Latino	278	715	100	69	61	48	0	48	0.0%	48	17.3%
American Indian or Alaska Native	17	734	4	3	4	6	0	6	0.0%	6	35.3%
Asian	2	750	0	1	0	1	0	1	0.0%	1	50.0%
Black or African-American	3	715	0	2	1	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%
White	14	740	1	3	5	4	1	5	7.1%	5	35.7%
Two or more races	1	766	0	0	0	1	0	1	0.0%	1	100.0%
Not Indicated	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%
Yes	315	717	105	78	71	60	1	61	0.3%	61	19.4%
Students with Disabilities											
IEP - Yes	34	694	21	6	4	3	0	3	0.0%	3	8.8%
IEP - No	281	720	84	72	67	57	1	58	0.4%	58	20.6%
504	0	0	0	0	0	0	0	0	0.0%	0	0.0%
Migrant											
No	315	717	105	78	71	60	1	61	0.3%	61	19.4%
Yes	0	0	0	0	0	0	0	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 3



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE
NEW MEXICO

MATHEMATICS Grade 3 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	477,300	743	58,806	12.3%	89,149	18.7%	119,489	25.0%	163,764	34.3%	46,092	9.7%	209,856	44.0%
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%
District	314	722	76	24.2%	95	30.3%	73	23.2%	65	20.7%	5	1.6%	70	22.3%
Gender														
Female	164	723	37	22.6%	50	30.5%	42	25.6%	35	21.3%	0	0.0%	35	21.3%
Male	150	722	39	26.0%	45	30.0%	31	20.7%	30	20.0%	5	3.3%	35	23.3%
Ethnicity/Race														
Hispanic or Latino	277	720	72	26.0%	86	31.0%	61	22.0%	53	19.1%	5	1.8%	58	20.9%
American Indian or Alaska Native	17	731	2	11.8%	5	29.4%	5	29.4%	5	29.4%	0	0.0%	5	29.4%
Asian	2	765	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2	100.0%
Black or African-American	3	705	1	33.3%	2	66.7%	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	14	747	1	7.1%	2	14.3%	6	42.9%	5	35.7%	0	0.0%	5	35.7%
Two or more races	1	737	0	0.0%	0	0.0%	1	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	0	0	0	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%	65	20.7%	5	1.6%	70	22.3%
Students with Disabilities														
IEP - Yes	34	701	16	47.1%	11	32.4%	6	17.6%	1	2.9%	0	0.0%	1	2.9%
IEP - No	280	725	60	21.4%	84	30.0%	67	23.9%	64	22.9%	5	1.8%	69	24.6%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	314	722	76	24.2%	95	30.3%	73	23.2%	65	20.7%	5	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 4



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 4 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	461,694	742	55,694	12.1%	81,393	17.6%	125,680	27.2%	159,391	34.5%	39,536	8.6%	198,927	43.1%		
State	24,016	728	4,679	19.5%	5,956	24.8%	7,389	30.8%	5,510	22.9%	482	2.0%	5,992	25.0%		
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%	56	33.9%	23	13.9%	0	0.0%	23	13.9%		
Male	153	716	47	30.7%	43	28.1%	42	27.5%	21	13.7%	0	0.0%	21	13.7%		
Ethnicity/Race																
Hispanic or Latino	274	719	69	25.2%	86	31.4%	81	29.6%	38	13.9%	0	0.0%	38	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%	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	17	728	3	17.6%	5	29.4%	5	29.4%	4	23.5%	0	0.0%	4	23.5%		
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	1	704	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Yes	317	720	76	24.0%	99	31.2%	98	30.9%	44	13.9%	0	0.0%	44	13.9%		
Students with Disabilities																
IEP - Yes	42	702	19	45.2%	11	26.2%	10	23.8%	2	4.8%	0	0.0%	2	4.8%		
IEP - No	276	722	57	20.7%	89	32.2%	88	31.9%	42	15.2%	0	0.0%	42	15.2%		
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Migrant																
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%		

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 4



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

Grade 4 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	#	%
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%	81 25.3%	42 13.1%	0 0.0%	42	13.1%
Gender									
Female	165	717	46 27.9%	57 34.5%	43 26.1%	19 11.5%	0 0.0%	19	11.5%
Male	155	718	41 26.5%	53 34.2%	38 24.5%	23 14.8%	0 0.0%	23	14.8%
Ethnicity/Race									
Hispanic or Latino	276	717	77 27.9%	96 34.8%	68 24.6%	35 12.7%	0 0.0%	35	12.7%
American Indian or Alaska Native	25	717	7 28.0%	9 36.0%	7 28.0%	2 8.0%	0 0.0%	2	8.0%
Asian	2	719	0 0.0%	1 50.0%	1 50.0%	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	17	729	3 17.6%	4 23.5%	5 29.4%	5 29.4%	0 0.0%	5	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%
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	1	711	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0	0.0%
Yes	319	717	87 27.3%	109 34.2%	81 25.4%	42 13.2%	0 0.0%	42	13.2%
Students with Disabilities									
IEP - Yes	42	707	17 40.5%	10 23.8%	11 26.2%	4 9.5%	0 0.0%	4	9.5%
IEP - No	278	719	70 25.2%	100 36.0%	70 25.2%	38 13.7%	0 0.0%	38	13.7%
504	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0	0.0%
Migrant									
No	320	717	87 27.2%	110 34.4%	81 25.3%	42 13.1%	0 0.0%	42	13.1%
Yes	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 5

CONFIDENTIAL - DO NOT DISTRIBUTE



Public Education Department

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	#	%
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%	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%	24.7%
District	318	725	59 18.6%	95 29.9%	95 29.9%	68 21.4%	1 0.3%	69 21.7%	21.7%
Gender									
Female	155	726	23 14.8%	52 33.5%	47 30.3%	33 21.3%	0 0.0%	33 21.3%	21.3%
Male	163	725	36 22.1%	43 26.4%	48 29.4%	35 21.5%	1 0.6%	36 22.1%	22.1%
Ethnicity/Race									
Hispanic or Latino	291	724	55 18.9%	87 29.9%	91 31.3%	58 19.9%	0 0.0%	58 19.9%	19.9%
American Indian or Alaska Native	13	737	0 0.0%	5 38.5%	2 15.4%	6 46.2%	0 0.0%	6 46.2%	46.2%
Asian	2	765	0 0.0%	0 0.0%	0 0.0%	2 100.0%	0 0.0%	2 100.0%	100.0%
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%
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%
White	12	727	4 33.3%	3 25.0%	2 16.7%	2 16.7%	1 8.3%	3 25.0%	25.0%
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%
Not Indicated	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%
Yes	318	725	59 18.6%	95 29.9%	95 29.9%	68 21.4%	1 0.3%	69 21.7%	21.7%
Students with Disabilities									
IEP - Yes	46	707	20 43.5%	16 34.8%	5 10.9%	5 10.9%	0 0.0%	5 10.9%	10.9%
IEP - No	272	729	39 14.3%	79 29.0%	90 33.1%	63 23.2%	1 0.4%	64 23.5%	23.5%
504	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0.0%
Migrant									
No	318	725	59 18.6%	95 29.9%	95 29.9%	68 21.4%	1 0.3%	69 21.7%	21.7%
Yes	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 5

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPANOLA DIST OFFICE
NEW MEXICO

MATHEMATICS Grade 5 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	#	%
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations			
Cross-State	458,948	739	50,640 11.0%	106,077 23.1%	129,723 28.3%	145,436 31.7%	27,070 5.9%	172,506	37.6%	
State	24,621	729	3,982 16.1%	7,059 28.7%	7,386 30.0%	5,719 23.2%	495 2.0%	6,214	25.2%	
District	322	721	78 24.2%	95 29.5%	93 28.9%	53 16.5%	3 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%	3 1.8%	31	18.9%	
Ethnicity/Race										
Hispanic or Latino	295	721	74 25.1%	87 29.5%	85 28.8%	47 15.9%	2 0.7%	49	16.6%	
American Indian or Alaska Native	13	733	1 7.7%	3 23.1%	6 46.2%	3 23.1%	0 0.0%	3	23.1%	
Asian	2	757	0 0.0%	0 0.0%	1 50.0%	1 50.0%	0 0.0%	1	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	12	724	3 25.0%	5 41.7%	1 8.3%	2 16.7%	1 8.3%	3	25.0%	
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%	0 0.0%	0	0.0%	
Economic Disadvantage										
No	1	679	1 100.0%	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%	53 16.5%	3 0.9%	56	17.4%	
Students with Disabilities										
IEP - Yes	46	707	23 50.0%	7 15.2%	10 21.7%	6 13.0%	0 0.0%	6	13.0%	
IEP - No	276	724	55 19.9%	88 31.9%	83 30.1%	47 17.0%	3 1.1%	50	18.1%	
504	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0	0.0%	
Migrant										
No	322	721	78 24.2%	95 29.5%	93 28.9%	53 16.5%	3 0.9%	56	17.4%	
Yes	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0	0.0%	

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 6



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 6 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	457,000	741	50,424	11.0%	85,216	18.6%	133,304	29.2%	158,436	34.7%	29,620	6.5%	188,056	41.2%
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	18	12.2%	34	23.0%	65	43.9%	31	20.9%	0	0.0%	31	20.9%
Male	149	719	34	22.8%	44	29.5%	56	37.6%	15	10.1%	0	0.0%	15	10.1%
Ethnicity/Race														
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%	5	20.8%	0	0.0%	5	20.8%
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	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	14	729	1	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%	8	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%	46	17.3%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 6

MATHEMATICS Grade 6 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	459,036	736	59,582	13.0%	110,834	24.1%	132,452	28.9%	133,094	29.0%	23,074	5.0%	156,168	34.0%		
State	24,021	725	4,674	19.5%	7,572	31.5%	7,038	29.3%	4,417	18.4%	320	1.3%	4,737	19.7%		
District	298	720	55	18.5%	105	35.2%	112	37.6%	24	8.1%	2	0.7%	26	8.7%		
Gender																
Female	149	722	26	17.4%	52	34.9%	53	35.6%	17	11.4%	1	0.7%	18	12.1%		
Male	149	717	29	19.5%	53	35.6%	59	39.6%	7	4.7%	1	0.7%	8	5.4%		
Ethnicity/Race																
Hispanic or Latino	260	720	52	20.0%	89	34.2%	97	37.3%	20	7.7%	2	0.8%	22	8.5%		
American Indian or Alaska Native	24	719	2	8.3%	11	45.8%	9	37.5%	2	8.3%	0	0.0%	2	8.3%		
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	14	726	1	7.1%	5	35.7%	6	42.9%	2	14.3%	0	0.0%	2	14.3%		
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%	0	0.0%	0	0.0%		
Economic Disadvantage																
No	2	678	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Yes	296	720	54	18.2%	104	35.1%	112	37.8%	24	8.1%	2	0.7%	26	8.8%		
Students with Disabilities																
IEP - Yes	31	694	19	61.3%	8	25.8%	3	9.7%	0	0.0%	1	3.2%	1	3.2%		
IEP - No	267	723	36	13.5%	97	36.3%	109	40.8%	24	9.0%	1	0.4%	25	9.4%		
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Migrant																
No	298	720	55	18.5%	105	35.2%	112	37.6%	24	8.1%	2	0.7%	26	8.7%		
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 7



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	451,004	742	61,520	13.6%	79,534	17.6%	112,365	24.9%	139,416	30.9%	58,169	12.9%	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%	2	0.8%	21	8.5%		
Gender																
Female	133	715	38	28.6%	52	39.1%	29	21.8%	13	9.8%	1	0.8%	14	10.5%		
Male	114	709	41	36.0%	37	32.5%	29	25.4%	6	5.3%	1	0.9%	7	6.1%		
Ethnicity/Race																
Hispanic or Latino	218	712	70	32.1%	79	36.2%	49	22.5%	18	8.3%	2	0.9%	20	9.2%		
American Indian or Alaska Native	18	712	5	27.8%	8	44.4%	4	22.2%	1	5.6%	0	0.0%	1	5.6%		
Asian	3	735	0	0.0%	0	0.0%	3	100.0%	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	7	705	4	57.1%	1	14.3%	2	28.6%	0	0.0%	0	0.0%	0	0.0%		
Two or more races	1	705	0	0.0%	1	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	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%	2	0.8%	21	8.5%		
Students with Disabilities																
IEP - Yes	26	688	21	80.8%	2	7.7%	3	11.5%	0	0.0%	0	0.0%	0	0.0%		
IEP - No	221	715	58	26.2%	87	39.4%	55	24.9%	19	8.6%	2	0.9%	21	9.5%		
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Migrant																
No	247	712	79	32.0%	89	36.0%	58	23.5%	19	7.7%	2	0.8%	21	8.5%		
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 7

MATHEMATICS

Grade 7 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	#	%
Cross-State	436,989	735	51,068 11.7%	108,591 24.9%	142,981 32.7%	117,869 27.0%	16,480 3.8%	134,329 30.7%	
State	23,773	724	4,247 17.9%	7,912 33.3%	7,607 32.0%	3,750 15.8%	257 1.1%	4,007 16.9%	
District	248	721	42 16.9%	99 39.9%	87 35.1%	19 7.7%	1 0.4%	20 8.1%	
Gender									
Female	133	718	27 20.3%	59 44.4%	37 27.8%	9 6.8%	1 0.8%	10 7.5%	
Male	115	724	15 13.0%	40 34.8%	50 43.5%	10 8.7%	0 0.0%	10 8.7%	
Ethnicity/Race									
Hispanic or Latino	219	721	37 16.9%	85 38.8%	77 35.2%	19 8.7%	1 0.5%	20 9.1%	
American Indian or Alaska Native	18	719	3 16.7%	8 44.4%	7 38.9%	0 0.0%	0 0.0%	0 0.0%	
Asian	3	731	0 0.0%	1 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%	1 14.3%	0 0.0%	0 0.0%	0 0.0%	
Two or more races	1	713	0 0.0%	1 100.0%	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	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	
Yes	248	721	42 16.9%	99 39.9%	87 35.1%	19 7.7%	1 0.4%	20 8.1%	
Students with Disabilities									
IEP - Yes	26	705	10 38.5%	13 50.0%	3 11.5%	0 0.0%	0 0.0%	0 0.0%	
IEP - No	222	722	32 14.4%	86 38.7%	84 37.8%	19 8.6%	1 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%	1 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%	

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 8



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 8 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	#	%
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations			
Cross-State	441,609	743	61,975	75,506	108,966	157,243	37,919	195,162	44.2%	
State	23,464	728	4,991	5,691	6,760	5,560	462	6,022	25.7%	
District	272	711	96	83	72	21	0	21	7.7%	
Gender										
Female	135	717	37	40	47	11	0	11	8.1%	
Male	137	705	59	43	25	10	0	10	7.3%	
Ethnicity/Race										
Hispanic or Latino	243	711	87	73	65	18	0	18	7.4%	
American Indian or Alaska Native	13	714	3	6	2	2	0	2	15.4%	
Asian	0	0	0	0	0	0	0	0	0.0%	
Black or African-American	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%	
White	16	710	6	4	5	1	0	1	6.3%	
Two or more races	0	0	0	0	0	0	0	0	0.0%	
Not Indicated	0	0	0	0	0	0	0	0	0.0%	
Economic Disadvantage										
No	2	689	1	1	0	0	0	0	0.0%	
Yes	270	712	95	82	72	21	0	21	7.8%	
Students with Disabilities										
IEP - Yes	36	679	33	2	1	0	0	0	0.0%	
IEP - No	236	716	63	81	71	21	0	21	8.9%	
504	0	0	0	0	0	0	0	0	0.0%	
Migrant										
No	272	711	96	83	72	21	0	21	7.7%	
Yes	0	0	0	0	0	0	0	0	0.0%	

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 8

MATHEMATICS Grade 8 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	61	0.3%	2,178	11.3%		
District	222	695	125	56.3%	70	31.5%	24	10.8%	3	1.4%	0	0.0%	3	1.4%		
Gender																
Female	105	697	51	48.6%	41	39.0%	13	12.4%	0	0.0%	0	0.0%	0	0.0%		
Male	117	693	74	63.2%	29	24.8%	11	9.4%	3	2.6%	0	0.0%	3	2.6%		
Ethnicity/Race																
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	11	700	5	45.5%	5	45.5%	1	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%	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	12	689	7	58.3%	4	33.3%	0	0.0%	1	8.3%	0	0.0%	1	8.3%		
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%	0	0.0%	0	0.0%		
Economic Disadvantage																
No	2	690	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Yes	220	695	124	56.4%	69	31.4%	24	10.9%	3	1.4%	0	0.0%	3	1.4%		
Students with Disabilities																
IEP - Yes	33	669	30	90.9%	3	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%	3	1.6%	0	0.0%	3	1.6%		
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Migrant																
No	222	695	125	56.3%	70	31.5%	24	10.8%	3	1.4%	0	0.0%	3	1.4%		
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 9



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY Grade 9 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	278,231	738	45,514	16.4%	53,728	19.3%	70,483	25.3%	85,653	30.8%	22,873	8.2%	108,526	39.0%
State	24,205	729	4,642	19.2%	6,002	24.8%	6,929	28.6%	5,913	24.4%	719	3.0%	6,632	27.4%
District	228	728	42	18.4%	60	26.3%	72	31.6%	50	21.9%	4	1.8%	54	23.7%
Gender														
Female	123	735	15	12.2%	27	22.0%	43	35.0%	35	28.5%	3	2.4%	38	30.9%
Male	105	720	27	25.7%	33	31.4%	29	27.6%	15	14.3%	1	1.0%	16	15.2%
Ethnicity/Race														
Hispanic or Latino	205	728	37	18.0%	55	26.8%	65	31.7%	44	21.5%	4	2.0%	48	23.4%
American Indian or Alaska Native	10	725	3	30.0%	1	10.0%	3	30.0%	3	30.0%	0	0.0%	3	30.0%
Asian	4	728	1	25.0%	1	25.0%	1	25.0%	1	25.0%	0	0.0%	1	25.0%
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	9	730	1	11.1%	3	33.3%	3	33.3%	2	22.2%	0	0.0%	2	22.2%
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	28	739	5	17.9%	4	14.3%	7	25.0%	10	35.7%	2	7.1%	12	42.9%
Yes	200	726	37	18.5%	56	28.0%	65	32.5%	40	20.0%	2	1.0%	42	21.0%
Students with Disabilities														
IEP - Yes	14	696	10	71.4%	3	21.4%	0	0.0%	1	7.1%	0	0.0%	1	7.1%
IEP - No	214	730	32	15.0%	57	26.6%	72	33.6%	49	22.9%	4	1.9%	53	24.8%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	228	728	42	18.4%	60	26.3%	72	31.6%	50	21.9%	4	1.8%	54	23.7%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 10

ENGLISH LANGUAGE ARTS / LITERACY
Grade 10 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	#	%
Cross-State	195,641	737	47,059	30,078	39,516	55,729	23,259	78,988	40.4%
State	22,983	730	5,718	4,407	5,477	5,840	1,521	7,361	32.1%
District	243	710	95	69	43	34	2	36	14.8%
Gender									
Female	118	719	37	34	22	24	1	25	21.2%
Male	125	702	58	35	21	10	1	11	8.8%
Ethnicity/Race									
Hispanic or Latino	202	711	77	58	34	31	2	33	16.3%
American Indian or Alaska Native	8	699	4	3	0	1	0	1	12.5%
Asian	2	741	0	0	2	0	0	0	0.0%
Black or African-American	2	701	1	1	0	0	0	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0.0%
White	28	705	13	6	7	2	0	2	7.1%
Two or more races	1	721	0	1	0	0	0	0	0.0%
Not Indicated	0	0	0	0	0	0	0	0	0.0%
Economic Disadvantage									
No	42	716	14	10	10	8	0	8	19.0%
Yes	201	709	81	59	33	26	2	28	13.9%
Students with Disabilities									
IEP - Yes	15	665	14	1	0	0	0	0	0.0%
IEP - No	228	713	81	68	43	34	2	36	15.8%
504	0	0	0	0	0	0	0	0	0.0%
Migrant									
No	243	710	95	69	43	34	2	36	14.8%
Yes	0	0	0	0	0	0	0	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 11



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY Grade 11 Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	#	%
Cross-State	139,152	737	26,692	26,014	33,019	42,698	10,729	53,427	38.4%
State	21,268	742	2,962	3,583	5,294	7,610	1,819	9,429	44.3%
District	199	723	49	51	53	42	4	46	23.1%
Gender									
Female	96	732	17	17	31	28	3	31	32.3%
Male	103	716	32	34	22	14	1	15	14.6%
Ethnicity/Race									
Hispanic or Latino	181	723	45	47	48	38	3	41	22.7%
American Indian or Alaska Native	2	700	1	1	0	0	0	0	0.0%
Asian	1	752	0	0	0	1	0	1	100.0%
Black or African-American	1	707	0	1	0	0	0	0	0.0%
Native Hawaiian or Other Pacific Islander	1	747	0	0	1	0	0	0	0.0%
White	13	732	3	2	4	3	1	4	30.8%
Two or more races	0	0	0	0	0	0	0	0	0.0%
Not Indicated	0	0	0	0	0	0	0	0	0.0%
Economic Disadvantage									
No	31	743	2	6	9	13	1	14	45.2%
Yes	168	720	47	45	44	29	3	32	19.0%
Students with Disabilities									
IEP - Yes	14	694	9	2	2	1	0	1	7.1%
IEP - No	185	726	40	49	51	41	4	45	24.3%
504	0	0	0	0	0	0	0	0	0.0%
Migrant									
No	199	723	49	51	53	42	4	46	23.1%
Yes	0	0	0	0	0	0	0	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

MATHEMATICS Geometry Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	147,094	732	16,065	10.9%	48,333	31.5%	44,963	30.6%	34,892	23.7%	4,841	3.3%	39,733	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	15.3%
District	253	715	46	18.2%	135	53.4%	54	21.3%	18	7.1%	0	0.0%	18	7.1%
Gender														
Female	127	717	22	17.3%	60	47.2%	33	26.0%	12	9.4%	0	0.0%	12	9.4%
Male	126	713	24	19.0%	75	59.5%	21	16.7%	6	4.8%	0	0.0%	6	4.8%
Ethnicity/Race														
Hispanic or Latino	210	715	39	18.6%	112	53.3%	43	20.5%	16	7.6%	0	0.0%	16	7.6%
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%
Asian	3	748	0	0.0%	0	0.0%	2	66.7%	1	33.3%	0	0.0%	1	33.3%
Black or African-American	2	703	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	26	714	5	20.0%	12	48.0%	7	28.0%	1	4.0%	0	0.0%	1	4.0%
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%	0	0.0%	0	0.0%
Economic Disadvantage														
No	43	719	5	11.6%	22	51.2%	11	25.6%	5	11.6%	0	0.0%	5	11.6%
Yes	210	714	41	19.5%	113	53.8%	43	20.5%	13	6.2%	0	0.0%	13	6.2%
Students with Disabilities														
IEP - Yes	22	701	10	45.5%	10	45.5%	1	4.5%	1	4.5%	0	0.0%	1	4.5%
IEP - No	231	716	36	15.6%	125	54.1%	53	22.9%	17	7.4%	0	0.0%	17	7.4%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	253	715	46	18.2%	135	53.4%	54	21.3%	18	7.1%	0	0.0%	18	7.1%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Algebra II

MATHEMATICS Algebra II Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	141,929	720	47,706	33.6%	33,825	23.7%	27,816	19.6%	30,204	21.3%	2,578	1.8%	32,782	23.1%
State	20,157	715	6,983	34.6%	5,666	28.1%	4,410	21.9%	2,942	14.6%	156	0.8%	3,098	15.4%
District	220	698	119	54.1%	64	29.1%	29	13.2%	8	3.6%	0	0.0%	8	3.6%
Gender														
Female	102	698	54	52.9%	32	31.4%	12	11.8%	4	3.9%	0	0.0%	4	3.9%
Male	118	698	65	55.1%	32	27.1%	17	14.4%	4	3.4%	0	0.0%	4	3.4%
Ethnicity/Race														
Hispanic or Latino	197	697	110	55.8%	57	28.9%	22	11.2%	8	4.1%	0	0.0%	8	4.1%
American Indian or Alaska Native	1	702	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	3	726	0	0.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%	0	0.0%
Black or African-American	1	693	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	1	714	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	16	699	8	50.0%	4	25.0%	4	25.0%	0	0.0%	0	0.0%	0	0.0%
Two or more races	1	730	0	0.0%	0	0.0%	1	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	35	711	12	34.3%	12	34.3%	10	28.6%	1	2.9%	0	0.0%	1	2.9%
Yes	185	696	107	57.8%	52	28.1%	19	10.3%	7	3.8%	0	0.0%	7	3.8%
Students with Disabilities														
IEP - Yes	18	679	15	83.3%	3	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IEP - No	202	700	104	51.5%	61	30.2%	29	14.4%	8	4.0%	0	0.0%	8	4.0%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	220	698	119	54.1%	64	29.1%	29	13.2%	8	3.6%	0	0.0%	8	3.6%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Algebra I



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

Algebra I Assessment, Spring 2016

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	328,029	734	50,698	15.5%	84,352	25.7%	84,439	25.7%	100,578	30.7%	7,962	2.4%	108,540	33.1%		
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%		
District	243	712	62	25.5%	105	43.2%	61	25.1%	15	6.2%	0	0.0%	15	6.2%		
Gender																
Female	131	714	31	23.7%	54	41.2%	37	28.2%	9	6.9%	0	0.0%	9	6.9%		
Male	112	711	31	27.7%	51	45.5%	24	21.4%	6	5.4%	0	0.0%	6	5.4%		
Ethnicity/Race																
Hispanic or Latino	220	713	55	25.0%	97	44.1%	53	24.1%	15	6.8%	0	0.0%	15	6.8%		
American Indian or Alaska Native	9	713	3	33.3%	2	22.2%	4	44.4%	0	0.0%	0	0.0%	0	0.0%		
Asian	1	693	1	100.0%	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	13	712	3	23.1%	6	46.2%	4	30.8%	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%	0	0.0%	0	0.0%		
Economic Disadvantage																
No	19	710	5	26.3%	10	52.6%	2	10.5%	2	10.5%	0	0.0%	2	10.5%		
Yes	224	713	57	25.4%	95	42.4%	59	26.3%	13	5.8%	0	0.0%	13	5.8%		
Students with Disabilities																
IEP - Yes	12	696	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
IEP - No	231	713	55	23.8%	100	43.3%	61	26.4%	15	6.5%	0	0.0%	15	6.5%		
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Migrant																
No	243	712	62	25.5%	105	43.2%	61	25.1%	15	6.2%	0	0.0%	15	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

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 3



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

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

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels							≥ Level 4 Met or Exceeded Expectations				
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%		
Cross-State	421,107	738	80,556	19.1%	74,838	17.8%	97,255	23.1%	150,901	35.8%	17,557	4.2%	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	44	28.0%	47	29.9%	34	21.7%	32	20.4%	0	0.0%	32	20.4%
Male	150	711	61	40.7%	33	22.0%	29	19.3%	27	18.0%	0	0.0%	27	18.0%
Ethnicity/Race														
Hispanic or Latino	264	714	95	36.0%	72	27.3%	51	19.3%	46	17.4%	0	0.0%	46	17.4%
American Indian or Alaska Native	16	720	5	31.3%	2	12.5%	6	37.5%	3	18.8%	0	0.0%	3	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	1	50.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	1	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%	5	23.8%	5	23.8%	7	33.3%	0	0.0%	7	33.3%
Two or more races	2	732	0	0.0%	1	50.0%	1	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%	0	0.0%	0	0.0%
Economic Disadvantage														
No	6	722	3	50.0%	0	0.0%	0	0.0%	3	50.0%	0	0.0%	3	50.0%
Yes	301	715	102	33.9%	80	26.6%	63	20.9%	56	18.6%	0	0.0%	56	18.6%
Students with Disabilities														
IEP - Yes	39	695	25	64.1%	6	15.4%	5	12.8%	3	7.7%	0	0.0%	3	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%	0	0.0%	0	0.0%
Migrant														
No	307	715	105	34.2%	80	26.1%	63	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 3

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

Grade 3 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	426,427	742	55,098	12.9%	78,595	18.4%	111,485	26.1%	138,888	32.5%	42,563	10.0%	181,249	42.5%
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%
District	308	722	80	26.0%	83	26.9%	90	29.2%	47	15.3%	8	2.6%	55	17.9%
Gender														
Female	158	723	38	24.1%	40	25.3%	51	32.3%	26	16.5%	3	1.9%	29	18.4%
Male	150	720	42	28.0%	43	28.7%	39	26.0%	21	14.0%	5	3.3%	26	17.3%
Ethnicity/Race														
Hispanic or Latino	265	721	67	25.3%	74	27.9%	81	30.6%	37	14.0%	6	2.3%	43	16.2%
American Indian or Alaska Native	16	724	6	37.5%	0	0.0%	7	43.8%	3	18.8%	0	0.0%	3	18.8%
Asian	2	789	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	2	100.0%
Black or African-American	2	684	1	50.0%	1	50.0%	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	21	725	6	28.6%	6	28.6%	2	9.5%	6	28.6%	1	4.8%	7	33.3%
Two or more races	2	718	0	0.0%	2	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	6	727	1	16.7%	1	16.7%	2	33.3%	2	33.3%	0	0.0%	2	33.3%
Yes	302	721	79	26.2%	82	27.2%	88	29.1%	45	14.9%	8	2.6%	53	17.5%
Students with Disabilities														
IEP - Yes	39	709	17	43.6%	11	28.2%	7	17.9%	2	5.1%	2	5.1%	4	10.3%
IEP - No	269	723	63	23.4%	72	26.8%	83	30.9%	45	16.7%	6	2.2%	51	19.0%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	308	722	80	26.0%	83	26.9%	90	29.2%	47	15.3%	8	2.6%	55	17.9%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 4

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY Grade 4 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	423,528	742	54,079	12.8%	77,290	18.2%	111,649	26.4%	142,665	33.7%	37,845	8.9%	180,510	42.6%
State	24,895	727	5,236	21.0%	8,338	25.5%	7,055	28.3%	5,633	22.6%	633	2.5%	6,266	25.2%
District	302	720	77	25.5%	85	28.1%	90	29.8%	48	15.9%	2	0.7%	50	16.6%
Gender														
Female	149	724	25	16.8%	48	32.2%	49	32.9%	25	16.8%	2	1.3%	27	18.1%
Male	153	716	52	34.0%	37	24.2%	41	26.8%	23	15.0%	0	0.0%	23	15.0%
Ethnicity/Race														
Hispanic or Latino	262	718	72	27.5%	78	29.8%	73	27.9%	39	14.9%	0	0.0%	39	14.9%
American Indian or Alaska Native	20	733	2	10.0%	4	20.0%	9	45.0%	5	25.0%	0	0.0%	5	25.0%
Asian	1	723	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black or African-American	4	707	1	25.0%	2	50.0%	1	25.0%	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	744	2	16.7%	0	0.0%	5	41.7%	3	25.0%	2	16.7%	5	41.7%
Two or more races	3	747	0	0.0%	0	0.0%	2	66.7%	1	33.3%	0	0.0%	1	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	738	1	25.0%	0	0.0%	1	25.0%	2	50.0%	0	0.0%	2	50.0%
Yes	296	720	76	25.5%	85	28.5%	89	29.9%	46	15.4%	2	0.7%	48	16.1%
Students with Disabilities														
IEP - Yes	34	694	23	67.6%	7	20.6%	3	8.8%	1	2.9%	0	0.0%	1	2.9%
IEP - No	268	724	54	20.1%	78	29.1%	87	32.5%	47	17.5%	2	0.7%	49	18.3%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	302	720	77	25.5%	85	28.1%	90	29.8%	48	15.9%	2	0.7%	50	16.6%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 4

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

Grade 4 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	#	%
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations			
Cross-State	427,307	737	59,230	97,680	117,369	135,253	17,775	153,028	35.8%	
State	25,657	727	4,953	7,488	7,280	5,615	321	5,936	23.1%	
District	302	720	64	116	79	43	0	43	14.2%	
Gender										
Female	149	719	28	64	38	19	0	19	12.8%	
Male	153	721	36	52	41	24	0	24	15.7%	
Ethnicity/Race										
Hispanic or Latino	262	718	59	106	66	31	0	31	11.8%	
American Indian or Alaska Native	20	730	1	6	8	5	0	5	25.0%	
Asian	1	733	0	0	1	0	0	0	0.0%	
Black or African-American	4	696	2	2	0	0	0	0	0.0%	
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0.0%	
White	12	738	2	1	3	6	0	6	50.0%	
Two or more races	3	739	0	1	1	1	0	1	33.3%	
Not Indicated	0	0	0	0	0	0	0	0	0.0%	
Economic Disadvantage										
No	4	731	0	2	1	1	0	1	25.0%	
Yes	298	720	64	114	78	42	0	42	14.1%	
Students with Disabilities										
IEP - Yes	34	705	14	15	5	0	0	0	0.0%	
IEP - No	268	722	50	101	74	43	0	43	16.0%	
504	0	0	0	0	0	0	0	0	0.0%	
Migrant										
No	302	720	64	116	79	43	0	43	14.2%	
Yes	0	0	0	0	0	0	0	0	0.0%	

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 5

CONFIDENTIAL - DO NOT DISTRIBUTE



Public Education Department

ESPANOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	415,030	743	49,581	11.9%	76,661	18.5%	107,362	25.9%	159,556	38.4%	21,880	5.3%	181,436	43.7%
State	24,601	731	4,239	17.2%	6,040	24.8%	7,167	29.1%	6,791	27.6%	384	1.5%	7,155	29.1%
District	300	729	42	14.0%	89	29.7%	101	33.7%	65	21.7%	3	1.0%	68	22.7%
Gender														
Female	148	730	17	11.5%	43	29.1%	52	35.1%	35	23.6%	1	0.7%	36	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														
Hispanic or Latino	255	728	39	15.3%	74	29.0%	84	32.9%	56	22.0%	2	0.8%	58	22.7%
American Indian or Alaska Native	26	728	3	11.5%	7	26.9%	11	42.3%	5	19.2%	0	0.0%	5	19.2%
Asian	2	766	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	1	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	16	739	0	0.0%	7	43.8%	5	31.3%	3	18.8%	1	6.3%	4	25.0%
Two or more races	1	719	0	0.0%	1	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	736	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%
Yes	298	729	42	14.1%	88	29.5%	101	33.9%	64	21.5%	3	1.0%	67	22.5%
Students with Disabilities														
IEP - Yes	40	703	20	50.0%	11	27.5%	6	15.0%	3	7.5%	0	0.0%	3	7.5%
IEP - No	260	732	22	8.5%	78	30.0%	95	36.5%	62	23.8%	3	1.2%	65	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%	3	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 5



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

Grade 5 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
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%	1	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%	51	33.3%	24	15.7%	1	0.7%	25	16.3%
Ethnicity/Race														
Hispanic or Latino	256	720	63	24.6%	72	28.1%	91	35.5%	29	11.3%	1	0.4%	30	11.7%
American Indian or Alaska Native	26	723	5	19.2%	9	34.6%	9	34.6%	3	11.5%	0	0.0%	3	11.5%
Asian	2	738	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	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	16	724	3	18.8%	6	37.5%	4	25.0%	3	18.8%	0	0.0%	3	18.8%
Two or more races	1	681	1	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	2	723	0	0.0%	1	50.0%	1	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%	1	0.3%	37	12.4%
Students with Disabilities														
IEP - Yes	40	698	23	57.5%	10	25.0%	5	12.5%	2	5.0%	0	0.0%	2	5.0%
IEP - No	261	724	49	18.8%	78	29.9%	99	37.9%	34	13.0%	1	0.4%	35	13.4%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	301	721	72	23.9%	88	29.2%	104	34.6%	36	12.0%	1	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 6



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	#	%
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations			
Cross-State	407,715	741	43,408	85,033	116,088	136,711	26,475	163,186	40.0%	
State	24,401	730	3,691	6,871	7,787	5,525	527	6,052	24.8%	
District	296	731	38	78	120	54	6	60	20.3%	
Gender										
Female	142	733	13	31	71	25	2	27	19.0%	
Male	154	729	25	47	49	29	4	33	21.4%	
Ethnicity/Race										
Hispanic or Latino	266	729	35	74	111	43	3	46	17.3%	
American Indian or Alaska Native	17	750	1	1	7	7	1	8	47.1%	
Asian	2	785	0	0	0	1	1	2	100.0%	
Black or African-American	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%	
White	10	742	2	2	2	3	1	4	40.0%	
Two or more races	1	708	0	1	0	0	0	0	0.0%	
Not Indicated	0	0	0	0	0	0	0	0	0.0%	
Economic Disadvantage										
No	2	743	0	0	1	1	0	1	50.0%	
Yes	294	731	38	78	119	53	6	59	20.1%	
Students with Disabilities										
IEP - Yes	36	708	16	11	8	1	0	1	2.8%	
IEP - No	260	734	22	67	112	53	6	59	22.7%	
504	0	0	0	0	0	0	0	0	0.0%	
Migrant										
No	296	731	38	78	120	54	6	60	20.3%	
Yes	0	0	0	0	0	0	0	0	0.0%	

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 6



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

Grade 6 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	409,892	734	61,751	15.1%	99,409	24.3%	116,574	28.4%	110,876	27.1%	21,282	5.2%	132,158	32.2%
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	2.6%	29	18.8%
Ethnicity/Race														
Hispanic or Latino	268	717	72	26.9%	87	32.5%	72	26.9%	34	12.7%	3	1.1%	37	13.8%
American Indian or Alaska Native	17	731	2	11.8%	4	23.5%	5	29.4%	6	35.3%	0	0.0%	6	35.3%
Asian	2	742	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	1	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	1	10.0%	2	20.0%	5	50.0%	1	10.0%	1	10.0%	2	20.0%
Two or more races	1	717	0	0.0%	1	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%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%
Yes	296	719	75	25.3%	93	31.4%	82	27.7%	42	14.2%	4	1.4%	46	15.5%
Students with Disabilities														
IEP - Yes	36	695	21	58.3%	9	25.0%	5	13.9%	1	2.8%	0	0.0%	1	2.8%
IEP - No	262	722	54	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 7

ENGLISH LANGUAGE ARTS / LITERACY Grade 7 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	407,420	743	58,370	14.3%	67,486	16.6%	99,126	24.3%	125,386	30.8%	57,052	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%	1	0.4%	24	9.9%
Gender														
Female	120	724	23	19.2%	28	23.3%	50	41.7%	18	15.0%	1	0.8%	19	15.8%
Male	123	708	46	37.4%	43	35.0%	29	23.6%	5	4.1%	0	0.0%	5	4.1%
Ethnicity/Race														
Hispanic or Latino	214	715	63	29.4%	61	28.5%	71	33.2%	18	8.4%	1	0.5%	19	8.9%
American Indian or Alaska Native	18	727	2	11.1%	6	33.3%	6	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%	0	0.0%	0	0.0%
White	11	711	4	36.4%	4	36.4%	2	18.2%	1	9.1%	0	0.0%	1	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%	1	0.4%	24	9.9%
Students with Disabilities														
IEP - Yes	29	680	27	93.1%	1	3.4%	1	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%	1	0.5%	24	11.2%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	241	716	68	28.2%	71	29.5%	79	32.8%	22	9.1%	1	0.4%	23	9.5%
Yes	2	703	1	50.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 7

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

Grade 7 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
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	18	14.9%	58	47.9%	37	30.6%	8	6.6%	0	0.0%	8	6.6%
Male	123	718	21	17.1%	50	40.7%	47	38.2%	5	4.1%	0	0.0%	5	4.1%
Ethnicity/Race														
Hispanic or Latino	215	718	35	16.3%	96	44.7%	72	33.5%	12	5.6%	0	0.0%	12	5.6%
American Indian or Alaska Native	18	720	3	16.7%	8	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	11	724	1	9.1%	4	36.4%	5	45.5%	1	9.1%	0	0.0%	1	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	244	718	39	16.0%	108	44.3%	84	34.4%	13	5.3%	0	0.0%	13	5.3%
Students with Disabilities														
IEP - Yes	29	696	12	41.4%	17	58.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IEP - No	215	721	27	12.6%	91	42.3%	84	39.1%	13	6.0%	0	0.0%	13	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%	84	34.7%	13	5.4%	0	0.0%	13	5.4%
Yes	2	707	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 8



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY Grade 8 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	35	28.5%	43	35.0%	29	23.6%	16	13.0%	0	0.0%	16	13.0%		
Male	110	713	34	30.9%	42	38.2%	25	22.7%	9	8.2%	0	0.0%	9	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%	8	44.4%	2	11.1%	0	0.0%	0	0.0%	0	0.0%		
Asian	4	755	0	0.0%	0	0.0%	1	25.0%	3	75.0%	0	0.0%	3	75.0%		
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	710	2	28.6%	3	42.9%	1	14.3%	1	14.3%	0	0.0%	1	14.3%		
Two or more races	1	719	0	0.0%	1	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	678	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Yes	231	716	67	29.0%	85	36.8%	54	23.4%	25	10.8%	0	0.0%	25	10.8%		
Students with Disabilities																
IEP - Yes	23	697	15	65.2%	5	21.7%	3	13.0%	0	0.0%	0	0.0%	0	0.0%		
IEP - No	210	717	54	25.7%	80	38.1%	51	24.3%	25	11.9%	0	0.0%	25	11.9%		
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	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	1	717	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 8



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

Grade 8 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
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%	56	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	1.0%	0	0.0%	1	1.0%
Male	82	705	39	47.6%	23	28.0%	17	20.7%	3	3.7%	0	0.0%	3	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	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	6	687	4	66.7%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or more races	1	680	1	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	1	713	0	0.0%	1	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%	1	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%	31	17.0%	4	2.2%	0	0.0%	4	2.2%
Yes	1	694	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 9



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY Grade 9 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
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	54	23.1%	64	27.4%	71	30.3%	44	18.8%	1	0.4%	45	19.2%
Gender														
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%	31	26.7%	11	9.5%	1	0.9%	12	10.3%
Ethnicity/Race														
Hispanic or Latino	211	723	49	23.2%	59	28.0%	64	30.3%	38	18.0%	1	0.5%	39	18.5%
American Indian or Alaska Native	11	729	2	18.2%	2	18.2%	5	45.5%	2	18.2%	0	0.0%	2	18.2%
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%	0	0.0%	0	0.0%
White	12	729	3	25.0%	3	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%	0	0.0%	0	0.0%
Economic Disadvantage														
No	52	725	10	19.2%	14	26.9%	19	36.5%	9	17.3%	0	0.0%	9	17.3%
Yes	182	723	44	24.2%	50	27.5%	52	28.6%	35	19.2%	1	0.5%	36	19.8%
Students with Disabilities														
IEP - Yes	27	689	19	70.4%	8	29.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IEP - No	207	728	35	16.9%	56	27.1%	71	34.3%	44	21.3%	1	0.5%	45	21.7%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	234	724	54	23.1%	64	27.4%	71	30.3%	44	18.8%	1	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 10

CONFIDENTIAL - DO NOT DISTRIBUTE



Public Education Department

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY

Grade 10 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
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%
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%	3	1.4%	47	22.6%
Gender														
Female	113	727	24	21.2%	28	24.8%	26	23.0%	32	28.3%	3	2.7%	35	31.0%
Male	95	704	50	52.6%	17	17.9%	16	16.8%	12	12.6%	0	0.0%	12	12.6%
Ethnicity/Race														
Hispanic or Latino	190	716	69	36.3%	40	21.1%	40	21.1%	39	20.5%	2	1.1%	41	21.6%
American Indian or Alaska Native	9	726	2	22.2%	3	33.3%	1	11.1%	3	33.3%	0	0.0%	3	33.3%
Asian	3	762	0	0.0%	1	33.3%	0	0.0%	1	33.3%	1	33.3%	2	66.7%
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	6	710	3	50.0%	1	16.7%	1	16.7%	1	16.7%	0	0.0%	1	16.7%
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	38	710	15	39.5%	9	23.7%	8	21.1%	6	15.8%	0	0.0%	6	15.8%
Yes	170	718	59	34.7%	36	21.2%	34	20.0%	38	22.4%	3	1.8%	41	24.1%
Students with Disabilities														
IEP - Yes	17	680	12	70.6%	4	23.5%	1	5.9%	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%	3	1.6%	47	24.6%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	208	717	74	35.6%	45	21.6%	42	20.2%	44	21.2%	3	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 11



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY Grade 11 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	#	%
Cross-State	109,354	734	23,725 21.7%	20,134 18.4%	24,980 22.8%	31,997 29.3%	8,518 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%	9 4.0%	64 28.7%	
Gender									
Female	107	737	12 11.2%	24 22.4%	34 31.8%	30 28.0%	7 6.5%	37 34.6%	
Male	116	721	29 25.0%	39 33.6%	21 18.1%	25 21.6%	2 1.7%	27 23.3%	
Ethnicity/Race									
Hispanic or Latino	186	730	34 18.3%	48 25.8%	49 26.3%	47 25.3%	8 4.3%	56 29.6%	
American Indian or Alaska Native	8	717	2 25.0%	3 37.5%	2 25.0%	1 12.5%	0 0.0%	1 12.5%	
Asian	2	760	0 0.0%	0 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	5 20.8%	10 41.7%	3 12.5%	5 20.8%	1 4.2%	6 25.0%	
Two or more races	1	729	0 0.0%	0 0.0%	1 100.0%	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	11 19.0%	12 20.7%	12 20.7%	21 36.2%	2 3.4%	23 39.7%	
Yes	165	727	30 18.2%	51 30.9%	43 26.1%	34 20.6%	7 4.2%	41 24.8%	
Students with Disabilities									
IEP - Yes	19	690	12 63.2%	6 31.6%	1 5.3%	0 0.0%	0 0.0%	0 0.0%	
IEP - No	204	733	29 14.2%	57 27.9%	54 26.5%	55 27.0%	9 4.4%	64 31.4%	
504	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	
Migrant									
No	223	729	41 18.4%	63 28.3%	55 24.7%	55 24.7%	9 4.0%	64 28.7%	
Yes	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	

DISTRICT PERFORMANCE LEVEL SUMMARY

MATHEMATICS

2016-17

Algebra I Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels											
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	282,920	738	37,756	14.4%	66,906	25.1%	65,124	24.8%	85,626	32.6%	8,508	3.2%	94,134	35.8%
State	26,276	724	5,320	20.2%	9,230	35.1%	6,876	26.2%	4,676	17.8%	174	0.7%	4,850	18.5%
District	245	713	66	26.9%	112	45.7%	55	22.4%	12	4.9%	0	0.0%	12	4.9%
Gender														
Female	115	712	33	28.7%	50	43.5%	27	23.5%	5	4.3%	0	0.0%	5	4.3%
Male	130	714	33	25.4%	62	47.7%	28	21.5%	7	5.4%	0	0.0%	7	5.4%
Ethnicity/Race														
Hispanic or Latino	224	714	60	26.8%	104	46.4%	48	21.4%	12	5.4%	0	0.0%	12	5.4%
American Indian or Alaska Native	10	709	2	20.0%	5	50.0%	3	30.0%	0	0.0%	0	0.0%	0	0.0%
Asian	2	740	0	0.0%	0	0.0%	2	100.0%	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	9	705	4	44.4%	3	33.3%	2	22.2%	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%	0	0.0%	0	0.0%
Economic Disadvantage														
No	44	711	10	22.7%	27	61.4%	5	11.4%	2	4.5%	0	0.0%	2	4.5%
Yes	201	714	56	27.9%	85	42.3%	50	24.9%	10	5.0%	0	0.0%	10	5.0%
Students with Disabilities														
IEP - Yes	28	700	13	46.4%	14	50.0%	1	3.6%	0	0.0%	0	0.0%	0	0.0%
IEP - No	217	715	53	24.4%	98	45.2%	54	24.9%	12	5.5%	0	0.0%	12	5.5%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	245	713	66	26.9%	112	45.7%	55	22.4%	12	4.9%	0	0.0%	12	4.9%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

MATHEMATICS Algebra II Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	#	%					
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations								
Cross-State	124,568	723	42,265	27,128	21,896	22,386	18,096	29,450	23,696	3,339	2.7%	32,789	26.3%		
State	19,784	714	7,408	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%	
Gender															
Female	125	698	72	57.6%	37	29.6%	11	8.8%	5	4.0%	0	0.0%	5	4.0%	
Male	119	699	68	57.1%	30	25.2%	17	14.3%	4	3.4%	0	0.0%	4	3.4%	
Ethnicity/Race															
Hispanic or Latino	206	699	116	56.3%	57	27.7%	24	11.7%	9	4.4%	0	0.0%	9	4.4%	
American Indian or Alaska Native	11	696	5	45.5%	5	45.5%	1	9.1%	0	0.0%	0	0.0%	0	0.0%	
Asian	3	725	1	33.3%	0	0.0%	2	66.7%	0	0.0%	0	0.0%	0	0.0%	
Black or African-American	2	708	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	22	688	18	81.8%	3	13.6%	1	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%	0	0.0%	0	0.0%	
Economic Disadvantage															
No	64	700	38	59.4%	17	26.6%	6	9.4%	3	4.7%	0	0.0%	3	4.7%	
Yes	180	698	102	56.7%	50	27.8%	22	12.2%	6	3.3%	0	0.0%	6	3.3%	
Students with Disabilities															
IEP - Yes	22	688	18	81.8%	2	9.1%	1	4.5%	1	4.5%	0	0.0%	1	4.5%	
IEP - No	222	700	122	55.0%	65	29.3%	27	12.2%	8	3.6%	0	0.0%	8	3.6%	
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Migrant															
No	244	699	140	57.4%	67	27.5%	28	11.5%	9	3.7%	0	0.0%	9	3.7%	
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	

DISTRICT PERFORMANCE LEVEL SUMMARY

Geometry



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

Geometry Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations # %	Level 2 Partially Met Expectations # %	Level 3 Approached Expectations # %	Level 4 Met Expectations # %	Level 5 Exceeded Expectations # %	#	%
Cross-State	136,883	735	13,403 9.7%	39,029 28.1%	42,584 30.7%	38,290 27.6%	5,577 4.0%	43,867 31.6%	
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 16.2%	
District	202	718	26 12.9%	106 52.5%	61 30.2%	9 4.5%	0 0.0%	9 4.5%	
Gender									
Female	108	718	9 8.3%	62 57.4%	32 29.6%	5 4.6%	0 0.0%	5 4.6%	
Male	94	717	17 18.1%	44 46.8%	29 30.9%	4 4.3%	0 0.0%	4 4.3%	
Ethnicity/Race									
Hispanic or Latino	185	718	25 13.5%	97 52.4%	54 29.2%	9 4.9%	0 0.0%	9 4.9%	
American Indian or Alaska Native	8	719	0 0.0%	5 62.5%	3 37.5%	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	9	718	1 11.1%	4 44.4%	4 44.4%	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%	0 0.0%	0 0.0%	
Economic Disadvantage									
No	34	716	5 14.7%	18 52.9%	9 26.5%	2 5.9%	0 0.0%	2 5.9%	
Yes	168	718	21 12.5%	88 52.4%	52 31.0%	7 4.2%	0 0.0%	7 4.2%	
Students with Disabilities									
IEP - Yes	13	692	9 69.2%	4 30.8%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	
IEP - No	189	720	17 9.0%	102 54.0%	61 32.3%	9 4.8%	0 0.0%	9 4.8%	
504	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	
Migrant									
No	202	718	26 12.9%	106 52.5%	61 30.2%	9 4.5%	0 0.0%	9 4.5%	
Yes	0	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	

Student Achievement

PARCC 2017-18

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 3



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

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

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	40.8%
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	28.5%
District	268	719	88	32.8%	61	22.8%	64	23.9%	52	19.4%	3	1.1%	119	44.4%	55	20.5%
School																
Gender																
Female	151	721	43	28.5%	38	25.2%	41	27.2%	27	17.9%	2	1.3%	70	46.4%	29	19.2%
Male	117	716	45	38.5%	23	19.7%	23	19.7%	25	21.4%	1	0.9%	49	41.9%	26	22.2%
Ethnicity/Race																
Hispanic or Latino	241	719	77	32.0%	55	22.8%	61	25.3%	46	19.1%	2	0.8%	109	45.2%	48	19.9%
American Indian or Alaska Native	13	718	5	38.5%	3	23.1%	2	15.4%	3	23.1%	0	0.0%	5	38.5%	3	23.1%
Asian	1	811	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%
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	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	711	6	46.2%	3	23.1%	1	7.7%	3	23.1%	0	0.0%	4	30.8%	3	23.1%
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	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	268	719	88	32.8%	61	22.8%	64	23.9%	52	19.4%	3	1.1%	119	44.4%	55	20.5%
Students with Disabilities																
IEP - Yes	30	694	20	66.7%	5	16.7%	1	3.3%	4	13.3%	0	0.0%	5	16.7%	4	13.3%
IEP - No	238	722	68	28.6%	56	23.5%	63	26.5%	48	20.2%	3	1.3%	114	47.9%	51	21.4%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 3



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

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

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner																
No	218	723	63	28.9%	49	22.5%	53	24.3%	50	22.9%	3	1.4%	106	48.6%	53	24.3%
Yes	50	701	25	50.0%	12	24.0%	11	22.0%	2	4.0%	0	0.0%	13	26.0%	2	4.0%
Migrant																
No	268	719	88	32.8%	61	22.8%	64	23.9%	52	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 3



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

SPRING 2018

Grade 3 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	348,690	742	44,826	12.9%	68,499	19.6%	86,166	24.7%	111,489	32.0%	37,711	10.8%	235,365	67.5%	149,200	42.8%
State	25,193	734	4,082	16.2%	6,109	24.2%	6,859	27.2%	6,788	26.9%	1,355	5.4%	15,002	59.5%	8,143	32.3%
District	268	722	69	25.7%	83	31.0%	65	24.3%	46	17.2%	5	1.9%	116	43.3%	51	19.0%
School																
Gender																
Female	151	719	41	27.2%	50	33.1%	35	23.2%	23	15.2%	2	1.3%	60	39.7%	25	16.6%
Male	117	724	28	23.9%	33	28.2%	30	25.6%	23	19.7%	3	2.6%	56	47.9%	26	22.2%
Ethnicity/Race																
Hispanic or Latino	241	722	60	24.9%	76	31.5%	61	25.3%	39	16.2%	5	2.1%	105	43.6%	44	18.3%
American Indian or Alaska Native	13	708	5	38.5%	5	38.5%	2	15.4%	1	7.7%	0	0.0%	3	23.1%	1	7.7%
Asian	1	772	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%	1	100.0%
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	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	727	4	30.8%	2	15.4%	2	15.4%	5	38.5%	0	0.0%	7	53.8%	5	38.5%
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	268	722	69	25.7%	83	31.0%	65	24.3%	46	17.2%	5	1.9%	116	43.3%	51	19.0%
Students with Disabilities																
IEP - Yes	30	707	16	53.3%	7	23.3%	3	10.0%	3	10.0%	1	3.3%	7	23.3%	4	13.3%
IEP - No	238	723	53	22.3%	76	31.9%	62	26.1%	43	18.1%	4	1.7%	109	45.8%	47	19.7%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 3



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE
NEW MEXICO

SPRING 2018

MATHEMATICS

Grade 3 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	13	26.0%	3	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	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 4

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPANOLA DIST OFFICE
NEW MEXICO

SPRING 2018

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

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		#	%	#	%
			#	%	#	%	#	%	#	%	#	%				
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%	89	30.9%	75	26.0%	50	17.4%	1	0.3%	126	43.8%	51	17.7%
School																
Gender																
Female	146	724	27	18.5%	50	34.2%	44	30.1%	24	16.4%	1	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%	1	0.4%	102	40.3%	39	15.4%
American Indian or Alaska Native	13	731	2	15.4%	2	15.4%	4	30.8%	5	38.5%	0	0.0%	9	69.2%	5	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%	1	33.3%	0	0.0%	0	0.0%	1	33.3%	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	17	731	2	11.8%	3	17.6%	7	41.2%	5	29.4%	0	0.0%	12	70.6%	5	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	1	692	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	287	721	72	25.1%	89	31.0%	75	26.1%	50	17.4%	1	0.3%	126	43.9%	51	17.8%
Students with Disabilities																
IEP - Yes	36	703	21	58.3%	7	19.4%	4	11.1%	4	11.1%	0	0.0%	8	22.2%	4	11.1%
IEP - No	252	723	52	20.6%	82	32.5%	71	28.2%	46	18.3%	1	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 4



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

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

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	128	43.8%	51	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 4

CONFIDENTIAL - DO NOT DISTRIBUTE



Public Education Department

ESPANOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

SPRING 2018

Grade 4 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	133,541	37.7%
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%	6,570	25.6%
District	290	719	78	26.9%	96	33.1%	71	24.5%	44	15.2%	1	0.3%	116	40.0%	45	15.5%
School																
Gender																
Female	146	720	37	25.3%	43	29.5%	44	30.1%	21	14.4%	1	0.7%	66	45.2%	22	15.1%
Male	144	718	41	28.5%	53	36.8%	27	18.8%	23	16.0%	0	0.0%	50	34.7%	23	16.0%
Ethnicity/Race																
Hispanic or Latino	255	718	72	28.2%	83	32.5%	66	25.9%	33	12.9%	1	0.4%	100	39.2%	34	13.3%
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	15.4%
Asian	2	796	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	1	33.3%	1	33.3%	0	0.0%	1	33.3%	0	0.0%	1	33.3%	1	33.3%
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	17	729	2	11.8%	6	35.3%	3	17.6%	6	35.3%	0	0.0%	9	52.9%	6	35.3%
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	1	695	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	289	719	77	26.6%	96	33.2%	71	24.6%	44	15.2%	1	0.3%	116	40.1%	45	15.6%
Students with Disabilities																
IEP - Yes	36	711	16	44.4%	10	27.8%	5	13.9%	4	11.1%	1	2.8%	10	27.8%	5	13.9%
IEP - No	254	720	62	24.4%	86	33.9%	66	26.0%	40	15.7%	0	0.0%	106	41.7%	40	15.7%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 4

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

SPRING 2018

Grade 4 Assessment, 2017-2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	0.0%	7	13.7%	1	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 5



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	349,130	742	42,088	12.1%	65,923	18.9%	91,378	26.2%	131,171	37.6%	18,570	5.3%	241,119	69.1%	149,741	42.9%
State	25,323	733	3,921	15.5%	6,156	24.3%	7,530	29.7%	7,300	28.8%	416	1.6%	15,246	60.2%	7,716	30.5%
District	284	728	50	17.6%	78	27.5%	85	29.9%	71	25.0%	0	0.0%	156	54.9%	71	25.0%
School																
Gender																
Female	139	734	13	9.4%	41	29.5%	39	28.1%	46	33.1%	0	0.0%	85	61.2%	46	33.1%
Male	145	723	37	25.5%	37	25.5%	46	31.7%	25	17.2%	0	0.0%	71	49.0%	25	17.2%
Ethnicity/Race																
Hispanic or Latino	238	728	45	18.9%	62	26.1%	72	30.3%	59	24.8%	0	0.0%	131	56.0%	59	24.8%
American Indian or Alaska Native	23	728	3	13.0%	10	43.5%	5	21.7%	5	21.7%	0	0.0%	10	43.5%	5	21.7%
Asian	3	728	0	0.0%	2	66.7%	0	0.0%	1	33.3%	0	0.0%	1	33.3%	1	33.3%
Black or African-American	6	709	2	33.3%	2	33.3%	2	33.3%	0	0.0%	0	0.0%	2	33.3%	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	14	745	0	0.0%	2	14.3%	6	42.9%	6	42.9%	0	0.0%	12	85.7%	6	42.9%
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	284	728	50	17.6%	78	27.5%	85	29.9%	71	25.0%	0	0.0%	156	54.9%	71	25.0%
Students with Disabilities																
IEP - Yes	30	700	16	53.3%	7	23.3%	6	20.0%	1	3.3%	0	0.0%	7	23.3%	1	3.3%
IEP - No	254	731	34	13.4%	71	28.0%	79	31.1%	70	27.6%	0	0.0%	149	58.7%	70	27.6%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 5

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

ENGLISH LANGUAGE ARTS / LITERACY Grade 5 Assessment, 2017-2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	240	732	35	14.6%	61	25.4%	75	31.3%	69	28.8%	0	0.0%	144	60.0%	69	28.8%
Yes	44	709	15	34.1%	17	38.6%	10	22.7%	2	4.5%	0	0.0%	12	27.3%	2	4.5%
Migrant																
No	284	728	50	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 5

CONFIDENTIAL - DO NOT DISTRIBUTE



Public Education Department

ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

SPRING 2018

Grade 5 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		#	%	#	%
			#	%	#	%	#	%	#	%	#	%				
Cross-State	356,669	738	49,335	13.8%	78,062	21.9%	96,077	26.9%	109,698	30.8%	23,497	6.5%	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%	7,083	27.7%
District	284	721	73	25.7%	80	28.2%	82	28.9%	47	16.5%	2	0.7%	131	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%	2	1.4%	64	44.1%	26	17.9%
Ethnicity/Race																
Hispanic or Latino	238	721	62	26.1%	67	28.2%	73	30.7%	34	14.3%	2	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	3	727	1	33.3%	0	0.0%	1	33.3%	1	33.3%	0	0.0%	2	66.7%	1	33.3%
Black or African American	6	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	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	14	736	3	21.4%	0	0.0%	6	42.9%	5	35.7%	0	0.0%	11	78.6%	5	35.7%
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	284	721	73	25.7%	80	28.2%	82	28.9%	47	16.5%	2	0.7%	131	46.1%	49	17.3%
Students with Disabilities																
IEP - Yes	30	702	15	50.0%	10	33.3%	4	13.3%	1	3.3%	0	0.0%	5	16.7%	1	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 5



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

SPRING 2018

Grade 5 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner																
No	240	724	56	23.3%	63	26.3%	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%	3	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 6



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 6 Assessment, 2017–2018

SPRING 2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	141,408	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%	6,929	28.3%
District	278	730	31	11.2%	85	30.6%	106	38.1%	52	18.7%	4	1.4%	162	58.3%	56	20.1%
School																
Gender																
Female	142	734	13	9.2%	35	24.6%	63	44.4%	28	19.7%	3	2.1%	94	66.2%	31	21.8%
Male	136	726	18	13.2%	50	36.8%	43	31.6%	24	17.6%	1	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%	3	1.3%	136	58.1%	45	19.2%
American Indian or Alaska Native	26	733	2	7.7%	11	42.3%	5	19.2%	7	26.9%	1	3.8%	13	50.0%	8	30.8%
Asian	3	733	0	0.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%	2	66.7%	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	0	0	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%	8	53.3%	3	20.0%	0	0.0%	11	73.3%	3	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	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	1	761	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%	1	100.0%
Yes	277	730	31	11.2%	85	30.7%	106	38.3%	51	18.4%	4	1.4%	161	58.1%	55	19.9%
Students with Disabilities																
IEP - Yes	32	707	13	40.6%	13	40.6%	5	15.6%	1	3.1%	0	0.0%	6	18.8%	1	3.1%
IEP - No	246	733	18	7.3%	72	29.3%	101	41.1%	51	20.7%	4	1.6%	156	63.4%	55	22.4%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 6

CONFIDENTIAL - DO NOT DISTRIBUTE



Public Education Department

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, 2017-2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	8	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 6



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

SPRING 2018

Grade 6 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	32.1%
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%	4,998	20.3%
District	279	717	71	25.4%	105	37.6%	71	25.4%	32	11.5%	0	0.0%	103	36.9%	32	11.5%
School																
Gender																
Female	143	718	35	24.5%	58	40.6%	34	23.8%	16	11.2%	0	0.0%	50	35.0%	16	11.2%
Male	136	717	36	26.5%	47	34.6%	37	27.2%	16	11.8%	0	0.0%	53	39.0%	16	11.8%
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	11.1%
American Indian or Alaska Native	26	721	4	15.4%	13	50.0%	5	19.2%	4	15.4%	0	0.0%	9	34.6%	4	15.4%
Asian	3	726	0	0.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%	2	66.7%	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	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	15	722	2	13.3%	6	40.0%	5	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%	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	1	726	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	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																
IEP - Yes	32	698	18	56.3%	10	31.3%	4	12.5%	0	0.0%	0	0.0%	4	12.5%	0	0.0%
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	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 6



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

MATHEMATICS

Grade 6 Assessment, 2017-2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	240	720	49	20.4%	93	38.8%	67	27.9%	31	12.9%	0	0.0%	98	40.8%	31	12.9%
Yes	39	700	22	56.4%	12	30.8%	4	10.3%	1	2.6%	0	0.0%	5	12.8%	1	2.6%
Migrant																
No	279	717	71	25.4%	105	37.6%	71	25.4%	32	11.5%	0	0.0%	103	36.9%	32	11.5%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 7



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2017-2018

SPRING 2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	5,630	23.3%	1,455	6.0%	13,724	56.8%	7,085	29.3%
District	257	714	87	33.9%	72	28.0%	66	25.7%	31	12.1%	1	0.4%	98	38.1%	32	12.5%
School																
Gender																
Female	130	715	41	31.5%	35	26.9%	35	26.9%	19	14.6%	0	0.0%	54	41.5%	19	14.6%
Male	127	713	46	36.2%	37	29.1%	31	24.4%	12	9.4%	1	0.8%	44	34.6%	13	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%	5	38.5%	1	7.7%	3	23.1%	0	0.0%	4	30.8%	3	23.1%
Asian	2	725	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	1	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	1	688	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	9	747	2	22.2%	0	0.0%	2	22.2%	4	44.4%	1	11.1%	7	77.8%	5	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%	2	50.0%	1	25.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%
Yes	253	714	86	34.0%	70	27.7%	65	25.7%	31	12.3%	1	0.4%	97	38.3%	32	12.6%
Students with Disabilities																
IEP - Yes	25	686	19	76.0%	4	16.0%	1	4.0%	1	4.0%	0	0.0%	2	8.0%	1	4.0%
IEP - No	232	717	68	29.3%	68	29.3%	65	28.0%	30	12.9%	1	0.4%	96	41.4%	31	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 7

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

ENGLISH LANGUAGE ARTS / LITERACY Grade 7 Assessment, 2017-2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 3		≥ Level 4							
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	#	%	#	%						
			#	%	#	%	#					%	#	%			
No	236	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	0.0%	1	4.5%	0	0.0%	
Migrant																	
No	257	714	67	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%	

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 7



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

SPRING 2018

Grade 7 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels															
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	4,852	20.0%		
District	256	715	63	24.6%	113	44.1%	62	24.2%	18	7.0%	0	0.0%	80	31.3%	18	7.0%		
School																		
Gender																		
Female	130	711	37	28.5%	60	46.2%	27	20.8%	6	4.6%	0	0.0%	33	25.4%	6	4.6%		
Male	126	718	26	20.6%	53	42.1%	35	27.8%	12	9.5%	0	0.0%	47	37.3%	12	9.5%		
Ethnicity/Race																		
Hispanic or Latino	231	714	57	24.7%	106	45.9%	54	23.4%	14	6.1%	0	0.0%	68	29.4%	14	6.1%		
American Indian or Alaska Native	13	721	3	23.1%	5	38.5%	4	30.8%	1	7.7%	0	0.0%	5	38.5%	1	7.7%		
Asian	2	715	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	1	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	1	694	1	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%	1	11.1%	3	33.3%	3	33.3%	0	0.0%	6	66.7%	3	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	1	25.0%	2	50.0%	1	25.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%		
Yes	252	715	62	24.6%	111	44.0%	61	24.2%	18	7.1%	0	0.0%	79	31.3%	18	7.1%		
Students with Disabilities																		
IEP - Yes	25	697	13	52.0%	10	40.0%	1	4.0%	1	4.0%	0	0.0%	2	8.0%	1	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	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 7



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

MATHEMATICS

Grade 7 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 3		≥ Level 4						
			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	#	%	#	%					
			#	%	#	%	#					%	#	%		
No	234	716	54	23.1%	100	42.7%	62	26.5%	18	7.7%	0	0.0%	80	34.2%	18	7.7%
Yes	22	698	9	40.9%	13	59.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant																
No	256	715	63	24.6%	113	44.1%	62	24.2%	18	7.0%	0	0.0%	80	31.3%	18	7.0%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 8



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

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

SPRING 2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	67.5%	149,596	43.9%
State	23,703	730	4,787	20.2%	5,348	22.6%	6,692	28.2%	6,093	25.7%	783	3.3%	13,568	57.2%	6,876	29.0%
District	234	713	82	35.0%	68	29.1%	59	25.2%	24	10.3%	1	0.4%	84	35.9%	25	10.7%
School																
Gender																
Female	114	722	30	26.3%	26	22.8%	37	32.5%	20	17.5%	1	0.9%	58	50.9%	21	18.4%
Male	120	704	52	43.3%	42	35.0%	22	18.3%	4	3.3%	0	0.0%	26	21.7%	4	3.3%
Ethnicity/Race																
Hispanic or Latino	204	713	73	35.8%	56	27.5%	53	26.0%	21	10.3%	1	0.5%	75	36.8%	22	10.8%
American Indian or Alaska Native	19	716	6	31.6%	6	31.6%	5	26.3%	2	10.5%	0	0.0%	7	36.8%	2	10.5%
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	1	691	1	100.0%	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	0.0%
White	10	716	2	20.0%	6	60.0%	1	10.0%	1	10.0%	0	0.0%	2	20.0%	1	10.0%
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	708	2	50.0%	2	50.0%	0	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%	1	0.4%	84	36.5%	25	10.9%
Students with Disabilities																
IEP - Yes	27	674	26	96.3%	1	3.7%	0	0.0%	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%	1	0.5%	84	40.6%	25	12.1%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 8



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

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 of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	0.0%
Migrant																
No	233	713	82	35.2%	68	29.2%	59	25.3%	23	9.9%	1	0.4%	83	35.6%	24	10.3%
Yes	1	757	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%	1	100.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels					≥ Level 3		≥ Level 4						
			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							
	#	%	#	%	#	%	#	%	#	%						
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%	19	10.4%	0	0.0%	0	0.0%	19	10.4%	0	0.0%
School																
Gender																
Female	85	700	38	44.7%	39	45.9%	8	9.4%	0	0.0%	0	0.0%	8	9.4%	0	0.0%
Male	98	698	51	52.0%	36	36.7%	11	11.2%	0	0.0%	0	0.0%	11	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	698	7	43.8%	8	50.0%	1	6.3%	0	0.0%	0	0.0%	1	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	1	701	0	0.0%	1	100.0%	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	0.0%
White	7	701	3	42.9%	3	42.9%	1	14.3%	0	0.0%	0	0.0%	1	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	2	50.0%	1	25.0%	1	25.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%
Yes	179	699	87	48.6%	74	41.3%	18	10.1%	0	0.0%	0	0.0%	18	10.1%	0	0.0%
Students with Disabilities																
IEP - Yes	27	678	24	88.9%	3	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 8

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

SPRING 2018

Grade 8 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels															
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
English Language Learner																		
No	161	700	76	47.2%	66	41.0%	19	11.8%	0	0.0%	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%	0	0.0%
Migrant																		
No	182	699	89	48.9%	74	40.7%	19	10.4%	0	0.0%	0	0.0%	0	0.0%	19	10.4%	0	0.0%
Yes	1	711	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 9



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 9 Assessment, 2017–2018

SPRING 2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	82,574	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%	94	43.1%	27	12.4%
School																
Gender																
Female	112	721	24	21.4%	38	33.9%	34	30.4%	14	12.5%	2	1.8%	50	44.6%	16	14.3%
Male	106	716	26	24.5%	36	34.0%	33	31.1%	11	10.4%	0	0.0%	44	41.5%	11	10.4%
Ethnicity/Race																
Hispanic or Latino	187	719	43	23.0%	61	32.6%	60	32.1%	21	11.2%	2	1.1%	83	44.4%	23	12.3%
American Indian or Alaska Native	20	710	6	30.0%	8	40.0%	5	25.0%	1	5.0%	0	0.0%	6	30.0%	1	5.0%
Asian	4	736	0	0.0%	1	25.0%	2	50.0%	1	25.0%	0	0.0%	3	75.0%	1	25.0%
Black or African-American	1	772	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%	1	100.0%
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	6	717	1	16.7%	4	66.7%	0	0.0%	1	16.7%	0	0.0%	1	16.7%	1	16.7%
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	218	719	50	22.9%	74	33.9%	67	30.7%	25	11.5%	2	0.9%	94	43.1%	27	12.4%
Students with Disabilities																
IEP - Yes	20	687	14	70.0%	5	25.0%	1	5.0%	0	0.0%	0	0.0%	1	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 9



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

ENGLISH LANGUAGE ARTS / LITERACY Grade 9 Assessment, 2017-2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	15	40.5%	8	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%	2	0.9%	93	42.9%	27	12.4%
Yes	1	725	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 10



Public Education Department

CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

ENGLISH LANGUAGE ARTS / LITERACY Grade 10 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	190,661	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%	7,444	32.4%
District	209	716	70	33.5%	55	26.3%	45	21.5%	35	16.7%	4	1.9%	84	40.2%	39	18.7%
School																
Gender																
Female	102	730	21	20.6%	23	22.5%	28	27.5%	28	27.5%	2	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%	9	8.4%
Ethnicity/Race																
Hispanic or Latino	183	715	64	35.0%	45	24.6%	40	21.9%	31	16.9%	3	1.6%	74	40.4%	34	18.6%
American Indian or Alaska Native	13	722	1	7.7%	7	53.8%	3	23.1%	2	15.4%	0	0.0%	5	38.5%	2	15.4%
Asian	1	727	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Black or African-American	1	708	0	0.0%	1	100.0%	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	0.0%
White	11	718	5	45.5%	2	18.2%	1	9.1%	2	18.2%	1	9.1%	4	36.4%	3	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%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No	1	702	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	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%	84	40.4%	39	18.8%
Students with Disabilities																
IEP - Yes	24	670	21	87.5%	3	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%	84	45.4%	39	21.1%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 10



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

ENGLISH LANGUAGE ARTS / LITERACY Grade 10 Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	185	721	50	27.0%	53	28.6%	43	23.2%	35	18.9%	4	2.2%	82	44.3%	39	21.1%
Yes	24	677	20	83.3%	2	8.3%	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%	45	21.5%	35	16.7%	4	1.9%	84	40.2%	39	18.7%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 11

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

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

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		#	%	#	%
			#	%	#	%	#	%	#	%	#	%				
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	39.2%
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%	9,986	46.4%
District	186	744	21	11.3%	31	16.7%	51	27.4%	69	37.1%	14	7.5%	134	72.0%	83	44.6%
School																
Gender																
Female	103	751	7	6.8%	9	8.7%	31	30.1%	46	44.7%	10	9.7%	87	84.5%	56	54.4%
Male	83	735	14	16.9%	22	26.5%	20	24.1%	23	27.7%	4	4.8%	47	56.6%	27	32.5%
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	43.8%
American Indian or Alaska Native	9	750	0	0.0%	2	22.2%	1	11.1%	6	66.7%	0	0.0%	7	77.8%	6	66.7%
Asian	3	754	0	0.0%	0	0.0%	2	66.7%	1	33.3%	0	0.0%	3	100.0%	1	33.3%
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	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	5	737	1	20.0%	0	0.0%	2	40.0%	2	40.0%	0	0.0%	4	80.0%	2	40.0%
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	186	744	21	11.3%	31	16.7%	51	27.4%	69	37.1%	14	7.5%	134	72.0%	83	44.6%
Students with Disabilities																
IEP - Yes	12	696	8	66.7%	1	8.3%	3	25.0%	0	0.0%	0	0.0%	3	25.0%	0	0.0%
IEP - No	174	747	13	7.5%	30	17.2%	48	27.6%	69	39.7%	14	8.0%	131	75.3%	83	47.7%
504	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 11

CONFIDENTIAL - DO NOT DISTRIBUTE



Public Education Department

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

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

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	10	32.3%	6	19.4%
Migrant																
No	188	744	21	11.3%	31	16.7%	51	27.4%	69	37.1%	14	7.5%	134	72.0%	83	44.6%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Algebra I

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

SPRING 2018

Algebra I Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	5,078	20.3%
District	227	716	46	20.3%	105	46.3%	64	28.2%	12	5.3%	0	0.0%	76	33.5%	12	5.3%
School																
Gender																
Female	123	714	26	21.1%	65	52.8%	24	19.5%	8	6.5%	0	0.0%	32	26.0%	8	6.5%
Male	104	718	20	19.2%	40	38.5%	40	38.5%	4	3.8%	0	0.0%	44	42.3%	4	3.8%
Ethnicity/Race																
Hispanic or Latino	195	716	40	20.5%	87	44.6%	57	29.2%	11	5.6%	0	0.0%	68	34.9%	11	5.6%
American Indian or Alaska Native	21	711	5	23.8%	12	57.1%	3	14.3%	1	4.8%	0	0.0%	4	19.0%	1	4.8%
Asian	2	727	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	1	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	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	715	1	11.1%	5	55.6%	3	33.3%	0	0.0%	0	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%	0	0.0%	0	0.0%	0	0.0%
Yes	227	716	46	20.3%	105	46.3%	64	28.2%	12	5.3%	0	0.0%	76	33.5%	12	5.3%
Students with Disabilities																
IEP - Yes	22	687	16	72.7%	6	27.3%	0	0.0%	0	0.0%	0	0.0%	0	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Algebra I

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

SPRING 2018

Algebra I Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	0.0%
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	1	717	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Algebra II

CONFIDENTIAL - DO NOT DISTRIBUTE



ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

MATHEMATICS Algebra II Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	18	10.5%	2	1.2%	0	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%	0	0.0%	9	9.5%	0	0.0%
Male	76	698	46	60.5%	19	25.0%	9	11.8%	2	2.6%	0	0.0%	11	14.5%	2	2.6%
Ethnicity/Race																
Hispanic or Latino	151	696	88	58.3%	47	31.1%	15	9.9%	1	0.7%	0	0.0%	16	10.6%	1	0.7%
American Indian or Alaska Native	10	698	5	50.0%	5	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	3	735	1	33.3%	0	0.0%	1	33.3%	1	33.3%	0	0.0%	2	66.7%	1	33.3%
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	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%	3	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%	2	1.2%	0	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	84	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Algebra II



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

MATHEMATICS

SPRING 2018

Algebra II Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

English Language Learner	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	143	699	73	51.0%	52	36.4%	16	11.2%	2	1.4%	0	0.0%	18	12.6%	2	1.4%
Yes	28	687	23	82.1%	3	10.7%	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%	18	10.5%	2	1.2%	0	0.0%	20	11.7%	2	1.2%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

DISTRICT PERFORMANCE LEVEL SUMMARY

Geometry



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPAÑOLA DIST OFFICE
NEW MEXICO

SPRING 2018

MATHEMATICS

Geometry Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3		≥ Level 4	
			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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
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%	54	26.1%	10	4.8%	0	0.0%	64	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%	6	5.3%	0	0.0%	36	31.6%	6	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%	6	60.0%	2	20.0%	0	0.0%	0	0.0%	2	20.0%	0	0.0%
Asian	3	718	1	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	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	1	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	1	14.3%	4	57.1%	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	1	699	1	100.0%	0	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%	54	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%	64	34.6%	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%

DISTRICT PERFORMANCE LEVEL SUMMARY

Geometry



CONFIDENTIAL - DO NOT DISTRIBUTE

ESPANOLA DIST OFFICE
NEW MEXICO

SPRING 2018

MATHEMATICS

Geometry Assessment, 2017–2018

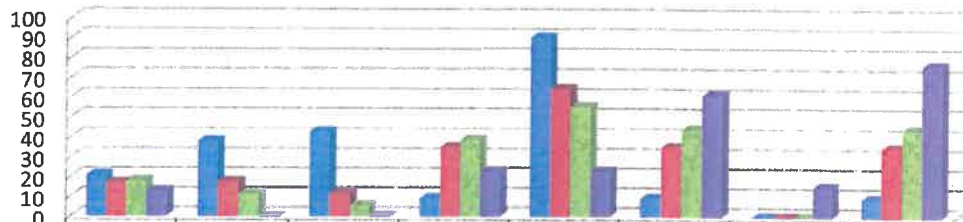
Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels													
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 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%	64	35.2%	10	5.5%
Yes	25	703	11	44.0%	14	56.0%	0	0.0%	0	0.0%	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%	0	0.0%	0	0.0%	0	0.0%

STUDENT PERFORMANCE
BY SCHOOL
(ABIQUIU ELEMENTARY)

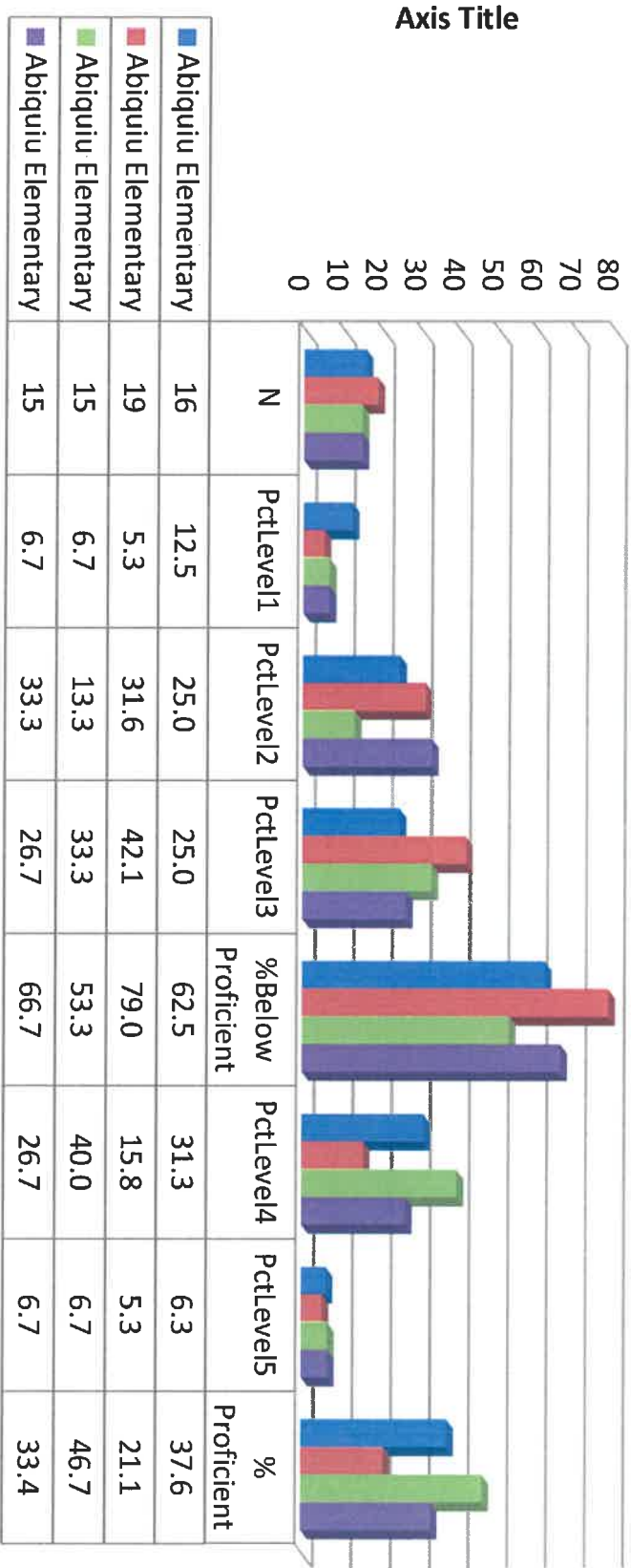
2015 Through 2018

Abiquiu Elementary 2015

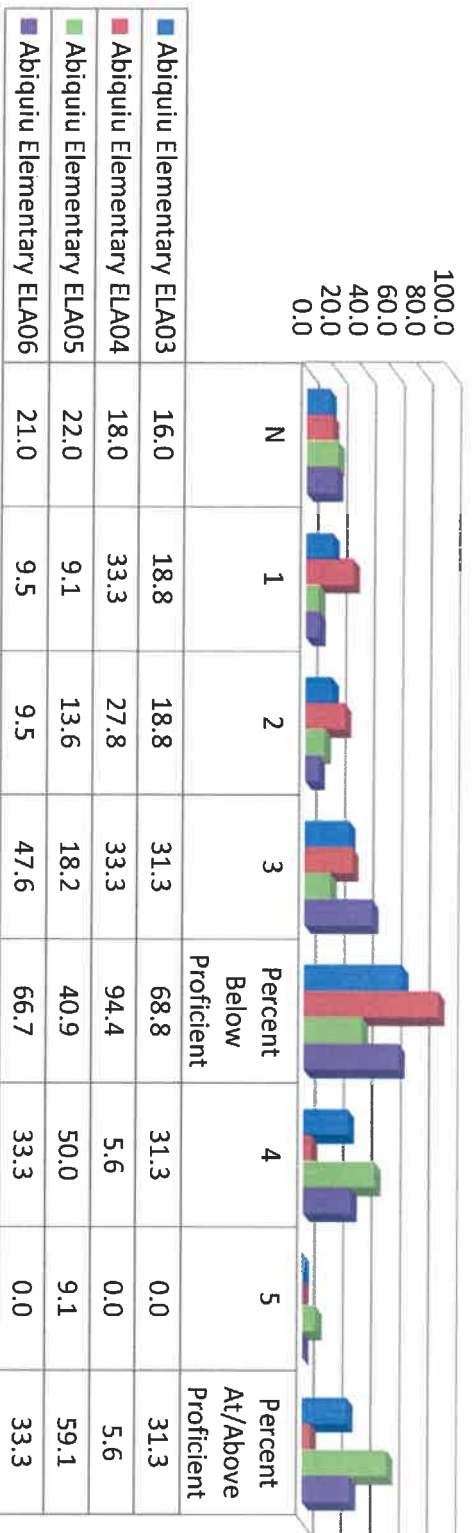


	N	PctLevel1	PctLevel2	PctLevel3	%Below Proficient	PctLevel4	PctLevel5	% Proficient
■ ABIQUIU ELEMENTARY ELA03	21	38.1	42.9	9.5	90.5	9.5	0.0	9.5
■ ABIQUIU ELEMENTARY ELA04	17	17.6	11.8	35.3	64.7	35.3	0.0	35.3
■ ABIQUIU ELEMENTARY ELA05	18	11.1	5.6	38.9	55.6	44.4	0.0	44.4
■ ABIQUIU ELEMENTARY ELA06	13	0	0	23.1	23.1	61.5	15.4	76.9

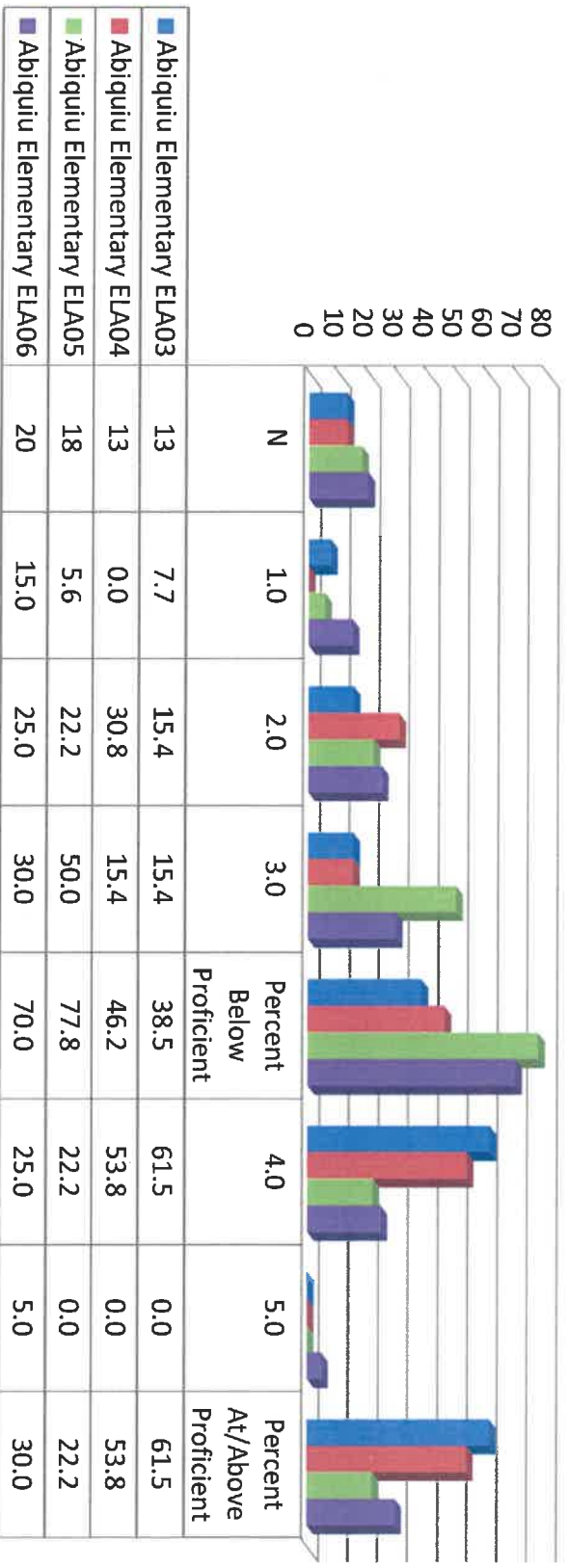
Abiquiu Elementary 2016



Abiquiu Elementary 2017



Abiquiu Elementary 2018



	N	1.0	2.0	3.0	Percent Below Proficient	4.0	5.0	Percent At/Above Proficient
Abiquiu Elementary ELA03	13	7.7	15.4	15.4	38.5	61.5	0.0	61.5
Abiquiu Elementary ELA04	13	0.0	30.8	15.4	46.2	53.8	0.0	53.8
Abiquiu Elementary ELA05	18	5.6	22.2	50.0	77.8	22.2	0.0	22.2
Abiquiu Elementary ELA06	20	15.0	25.0	30.0	70.0	25.0	5.0	30.0



Abiquiu Elementary Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or C.	Other			
Academic Dishonesty (111)	Female	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
Alcohol Violation-Dealing (55D)	Female	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
Alcohol Violation-Possession (55P)	Female	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
Alcohol Violation-Use (55U)	Female	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
Arson (44)	Female	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
Assault/battery knife/cutting object (2)	Female	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
Assault/battery other dang weapon (3)	Female	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
Assault/battery with firearm (1)	Female	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
Assault/battery, hands, feet, fist/flight	Female	2	0	0	0	0	0	0	0	0	0	2
	Male	2	0	0	0	0	0	0	0	0	0	2
	Total	4	0	0	0	0	0	0	0	0	0	4



Abiquiu Elementary Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total	
		Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian or c	Other				
Assault/battery, simple (5)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Breaking/Entering/Larceny (42)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Bullying (14)	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	0
	Total	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	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	0	1
Dishonesty (108)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	0	1
Disorderly Conduct (13)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	14	0	0	0	0	0	0	0	0	0	0	16
	Total	14	0	0	0	0	0	0	0	0	0	0	16
Disrespectful (104)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Disruptive Conduct (105)	Female	27	0	0	0	0	0	0	0	0	0	0	27
	Male	200	0	0	0	0	0	0	0	0	0	0	208
	Total	227	0	0	0	0	0	0	0	0	0	0	235
Drug Violation (54)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	0	1



Abiquiu Elementary Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or C	Other			
Fighting (102)	Female	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
Gang related activity (53)	Female	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
Graffiti (40)	Female	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
Handgun possession (81)	Female	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
Inappropriate Display of Affection (110)	Female	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
Inappropriate Language, Displays, Images	Female	3	0	0	0	0	0	0	0	0	0	3
	Male	4	0	0	0	0	0	0	0	0	0	4
	Total	7	0	0	0	0	0	0	0	0	0	7
Instigation (112)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Missing Property/Threat (43)	Female	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
Multiple Firearms (64)	Female	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



Abiquiu Elementary Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or c	Other			
Not in Uniform/Dress Code Violation (101)	Female	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
Other Delinquent Acts (113)	Female	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
Other Firearms Possession (63)	Female	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
Other vandalism (46)	Female	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
Other-General/Threat or Intimidation (11)	Female	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
Other-Homicide (7)	Female	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
Other-Kidnapping (non-parental) (8)	Female	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
Other-Robbery using force (9)	Female	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
Other-Self Injury (10)	Female	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



Abiquiu Elementary Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or c	Other			
Other-Sexual battery (6)	Female	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
Other-Weapons, Substance, Gang (57)	Female	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
Refusal to Cooperate with School Person	Female	6	0	0	0	0	0	0	0	0	0	6
	Male	19	0	0	0	0	0	0	0	0	0	19
	Total	25	0	0	0	0	0	0	0	0	0	25
Regulated Use of Electronic Devices (109)	Female	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
Rifle, shotgun possession (62)	Female	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
Sexual Harassment (12)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	0	0	0	0	0	0	2
	Total	2	0	0	0	0	0	0	0	0	0	2
Tobacco Use (56)	Female	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
Truancy (103)	Female	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
Vandalism (45)	Female	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



Abiquiu Elementary Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

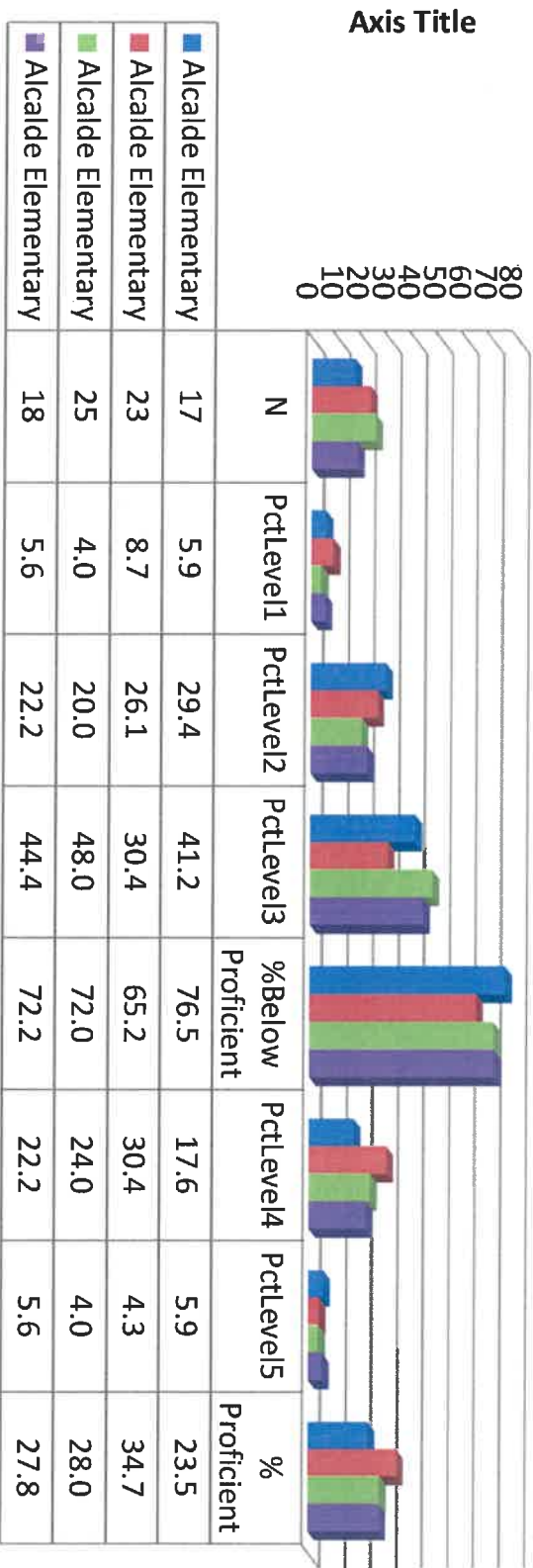
Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Alc.	Native Hawaiian or c	Other	Total
Weapons Possession, Blade (51)	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
Weapons Possession, Other (52)	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
Total	Female	38	0	0	0	0	0	0	0	38
	Male	245	0	0	0	9	1	0	0	255
	Total	283	0	0	0	9	1	0	0	293

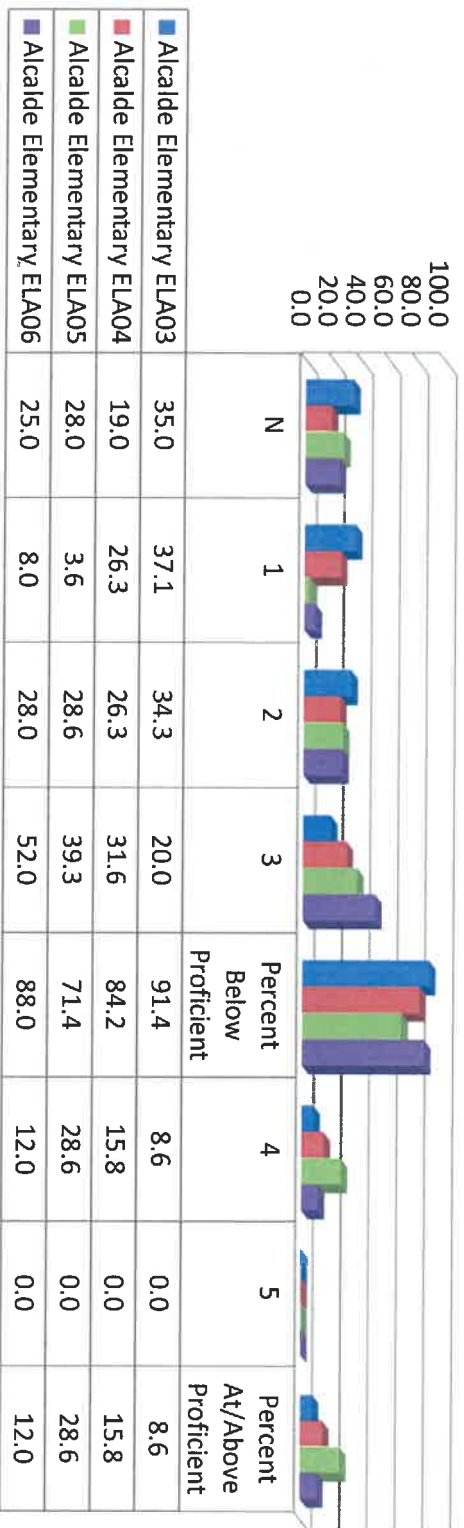
STUDENT PERFORMANCE
BY SCHOOL
(ALCALDE ELEMENTARY)

2015 Through 2018

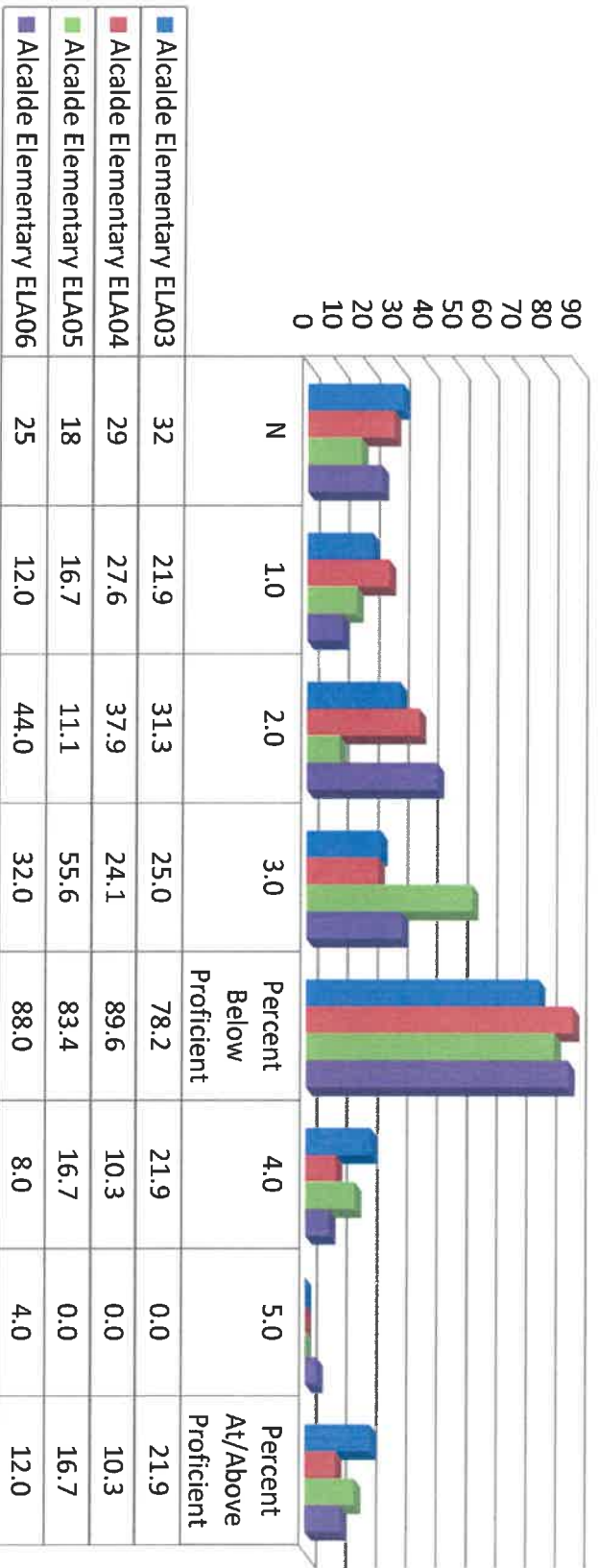
Alcalde Elementary 2016



Alcalde Elementary 2017



Alcalde Elementary 2018





Alcalde Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or c	Other			
Academic Dishonesty (111)	Female	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
Alcohol Violation-Dealing (55D)	Female	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
Alcohol Violation-Possession (55P)	Female	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
Alcohol Violation-Use (55U)	Female	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
Arson (44)	Female	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
Assault/battery knife/cutting object (2)	Female	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
Assault/battery other dang weapon (3)	Female	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
Assault/battery with firearm (1)	Female	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
Assault/battery, hands, feet, fist/flight	Female	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



Alcalde Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic							Total
		Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or	Other	
Assault/battery, simple (5)	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
Breaking/Entering/Larceny (42)	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
Bullying (14)	Female	3	0	0	0	0	0	0	3
	Male	0	0	0	0	0	0	0	0
	Total	3	0	0	0	0	0	0	3
Criminal Damage (41)	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
Dishonesty (108)	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
Disorderly Conduct (13)	Female	2	0	0	0	0	0	0	2
	Male	0	0	0	0	0	0	0	0
	Total	2	0	0	0	0	0	0	2
Disrespectful (104)	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
Disruptive Conduct (105)	Female	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	1
Drug violation (54)	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



Alcalde Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or c	Other			
Fighting (102)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	6	0	0	0	0	0	0	0	0	0	6
	Total	6	0	0	0	0	0	0	0	0	0	6
Gang related activity (53)	Female	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
Graffiti (40)	Female	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
Handgun possession (61)	Female	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
Inappropriate Display of Affection (110)	Female	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
Inappropriate Language, Displays, Images	Female	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
Instigation (112)	Female	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
Missing Property/Theft (43)	Female	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
Multiple Firearms (64)	Female	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



Alcalde Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Ame.	Caucasian	American Indian/Ac.	Native Hawaiian or c	Other			
Not in Uniform/Dress Code Violation (101)	Female	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
Other Delinquent Acts (113)	Female	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
Other Firearms Possession (63)	Female	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
Other vandalism (46)	Female	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
Other-General/Threat or Intimidation (11)	Female	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
Other-Homicide (7)	Female	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
Other-Kidnapping (non-parental) (8)	Female	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
Other-Robbery using force (9)	Female	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
Other-Self Injury (10)	Female	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



Alcalde Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic										Total
		Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala.	Native Hawaiian or	Other				
Other-Sexual battery (6)	Female	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
Other-Weapons, Substance, Gang (57)	Female	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
Refusal to Cooperate with School Person	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Regulated Use of Electronic Devices (109)	Female	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
Rifle, shotgun possession (62)	Female	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
Sexual Harassment (12)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Tobacco Use (56)	Female	2	0	0	0	0	0	0	0	0	0	2
	Male	0	0	0	0	0	0	0	0	0	0	0
	Total	2	0	0	0	0	0	0	0	0	0	2
Truancy (103)	Female	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
Vandalism (45)	Female	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



Alcalde Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

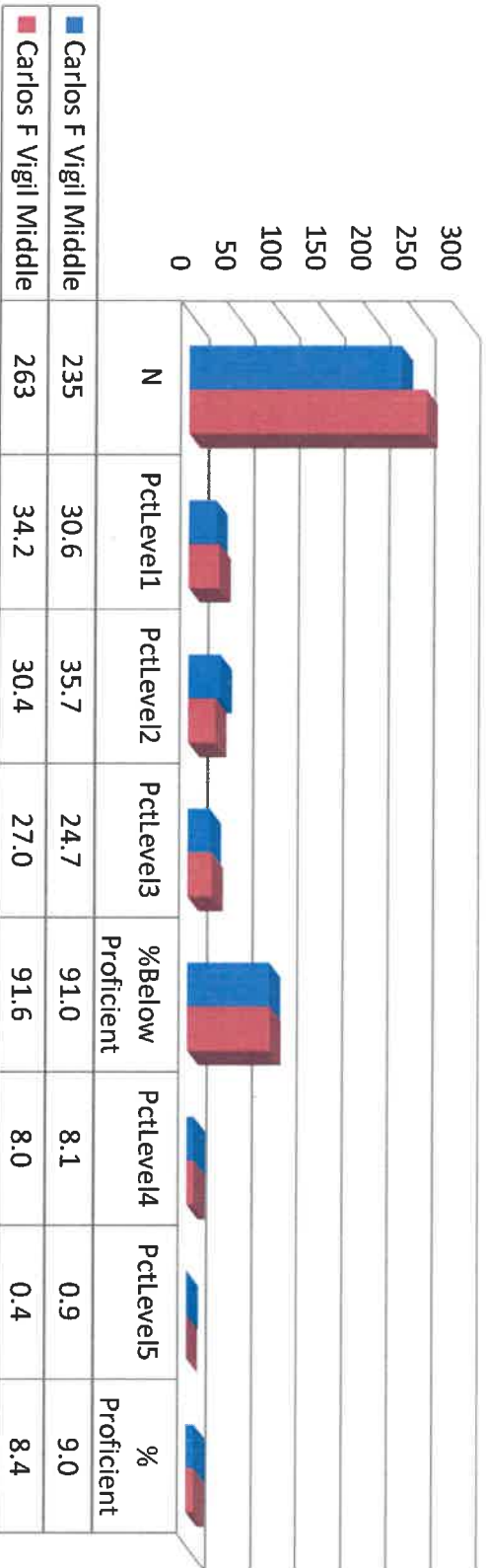
Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Alc.	Native Hawaiian or c	Other	Total
Weapons Possession, Blade (51)	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
Weapons Possession, Other (52)	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
Total	Female	7	0	0	0	0	0	0	0	7
	Male	9	0	0	0	0	0	0	0	9
	Total	16	0	0	0	0	0	0	0	16

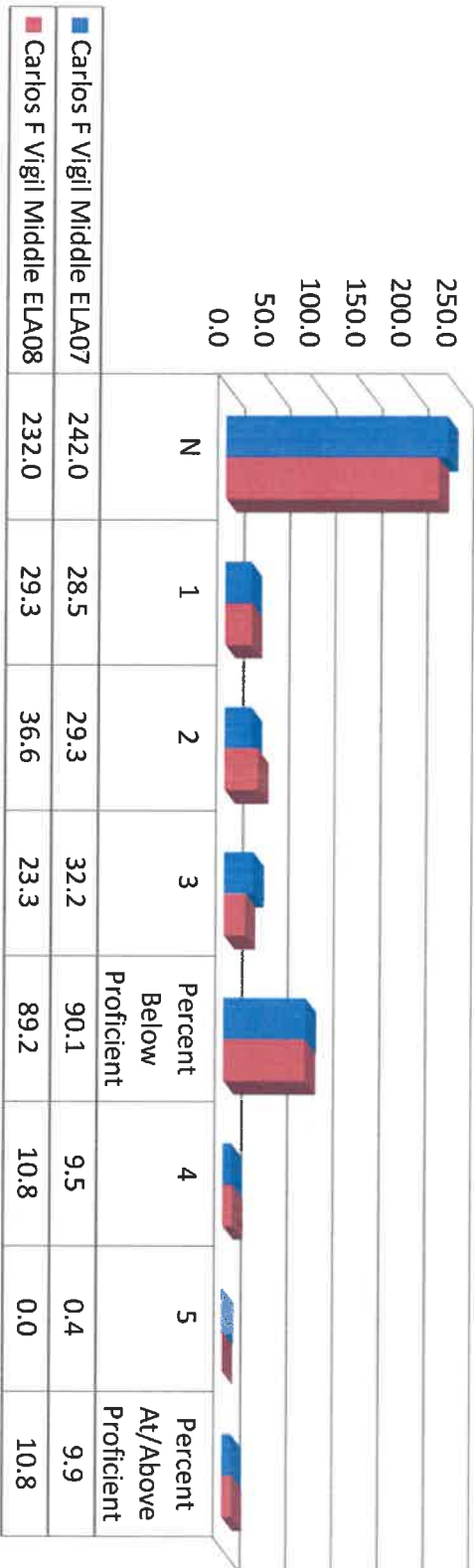
STUDENT PERFORMANCE
BY SCHOOL
(CARLOS F. VIGIL MIDDLE SCHOOL)

2015 Through 2018

Carlos F. Vigil Middle School 2016



Carlos F Vigil Middle 2017





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

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African-Amc.	Caucasian	American Indian/Ala...	Native Hawaiian or c	Other			
Academic Dishonesty (111)	Female	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
Alcohol Violation-Dealing (55D)	Female	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
Alcohol Violation-Possession (55P)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	0	0	0	0	0	0	2
	Total	2	0	0	0	0	0	0	0	0	0	2
Alcohol Violation-Use (55U)	Female	2	0	0	0	0	0	0	0	0	0	2
	Male	0	0	0	0	0	0	0	0	0	0	0
	Total	2	0	0	0	0	0	0	0	0	0	2
Arson (44)	Female	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
Assault/battery knife/cutting object (2)	Female	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
Assault/battery other dang weapon (3)	Female	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
Assault/battery with firearm (1)	Female	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
Assault/battery, hands, feet, fist/fight	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	3	0	0	0	0	0	0	0	0	0	3
	Total	3	0	0	0	0	0	0	0	0	0	3



Carlos F. Vigil Middle School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total	
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other				
Assault/battery, simple (5)	Female	4	0	0	0	0	0	4	0	0	0	0	8
	Male	1	0	0	0	0	0	1	0	0	0	0	2
	Total	5	0	0	0	0	0	5	0	0	0	0	10
Breaking/Entering/Larceny (42)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	0	1
Bullying (14)	Female	2	0	0	0	0	0	3	0	0	0	0	5
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	3	0	0	0	0	0	3	0	0	0	0	6
Criminal Damage (41)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	0	1
Dishonesty (108)	Female	5	0	0	0	0	0	0	0	0	0	0	5
	Male	4	0	0	0	0	0	1	0	0	0	0	5
	Total	9	0	0	0	0	0	1	0	0	0	0	10
Disorderly Conduct (13)	Female	49	0	0	0	1	10	0	0	0	0	0	60
	Male	62	0	0	0	2	3	0	0	0	0	0	67
	Total	111	0	0	0	3	13	0	0	0	0	0	127
Disrespectful (104)	Female	10	0	0	0	0	0	0	0	0	0	0	10
	Male	3	0	0	0	1	0	0	0	0	0	0	4
	Total	13	0	0	0	1	0	0	0	0	0	0	14
Disruptive Conduct (105)	Female	36	0	0	0	0	11	0	0	0	0	0	47
	Male	63	0	0	0	3	7	0	0	0	0	0	73
	Total	99	0	0	0	3	18	0	0	0	0	0	120
Drug violation (54)	Female	7	0	0	0	1	1	0	0	0	0	0	9
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	8	0	0	0	1	1	0	0	0	0	0	10



Carlos F. Vigil Middle School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total	
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala.	Native Hawaiian or	Other				
Fighting (102)	Female	13	0	0	0	0	0	0	0	0	0	0	16
	Male	14	0	0	0	0	0	0	0	0	0	0	14
	Total	27	0	0	0	0	0	3	0	0	0	0	30
Gang related activity (53)	Female	1	0	0	0	0	0	1	0	0	0	0	2
	Male	0	0	0	0	0	0	0	0	0	0	0	0
	Total	1	0	0	0	0	0	1	0	0	0	0	2
Graffiti (40)	Female	2	0	0	0	0	0	0	0	0	0	0	2
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	3	0	0	0	0	0	0	0	0	0	0	3
Handgun possession (61)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Inappropriate Display of Affection (110)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Inappropriate Language, Displays, Images	Female	2	0	0	0	0	0	0	0	0	0	0	2
	Male	7	0	0	0	0	0	0	0	0	0	0	7
	Total	9	0	0	0	0	0	0	0	0	0	0	9
Instigation (112)	Female	5	0	0	0	0	0	1	0	0	0	0	6
	Male	0	0	0	0	0	0	2	0	0	0	0	2
	Total	5	0	0	0	0	0	3	0	0	0	0	8
Missing Property/Theft (43)	Female	1	0	0	0	0	0	0	0	0	0	0	1
	Male	2	0	0	0	0	0	0	0	0	0	0	2
	Total	3	0	0	0	0	0	0	0	0	0	0	3
Multiple Firearms (64)	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	0
	Total	0	0	0	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

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total	
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Al.	Native Hawaiian or	Other				
Not in Uniform/Dress Code Violation (101)	Female	1	0	0	0	0	0	0	0	0	0	0	1
	Male	0	0	0	0	0	0	0	0	0	0	0	0
	Total	1	0	0	0	0	0	0	0	0	0	0	1
Other Delinquent Acts (113)	Female	2	0	0	0	0	0	0	0	0	0	0	2
	Male	3	0	0	0	0	0	0	0	0	0	0	3
	Total	5	0	0	0	0	0	0	0	0	0	0	5
Other Firearms Possession (63)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Other vandalism (46)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Other-General/Threat or Intimidation (11)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Other-Homicide (7)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Other-Kidnapping (non-parental) (8)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Other-Robbery using force (9)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Other-Self injury (10)	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	0
	Total	0	0	0	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

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or c	Other			
Other-Sexual battery (6)	Female	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
Other-Weapons, Substance, Gang (57)	Female	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
Refusal to Cooperate with School Person	Female	12	0	0	0	0	1	0	0	0	0	13
	Male	13	0	0	0	2	4	0	0	0	0	19
	Total	25	0	0	0	2	5	0	0	0	0	32
Regulated Use of Electronic Devices (109)	Female	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
Rifle, shotgun possession (62)	Female	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
Sexual Harassment (12)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	1	0	0	0	0	0	2
	Total	1	0	0	0	1	0	0	0	0	0	2
Tobacco Use (56)	Female	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
Truancy (103)	Female	24	0	0	0	0	4	0	0	0	0	28
	Male	8	0	0	0	0	1	0	0	0	0	9
	Total	32	0	0	0	0	5	0	0	0	0	37
Vandalism (45)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	1	0	0	0	0	2
	Total	1	0	0	0	0	1	0	0	0	0	2



**Carlos F. Vigil Middle School
Discipline Summary by Ethnic Code**

08/14/2017 - 05/25/2018

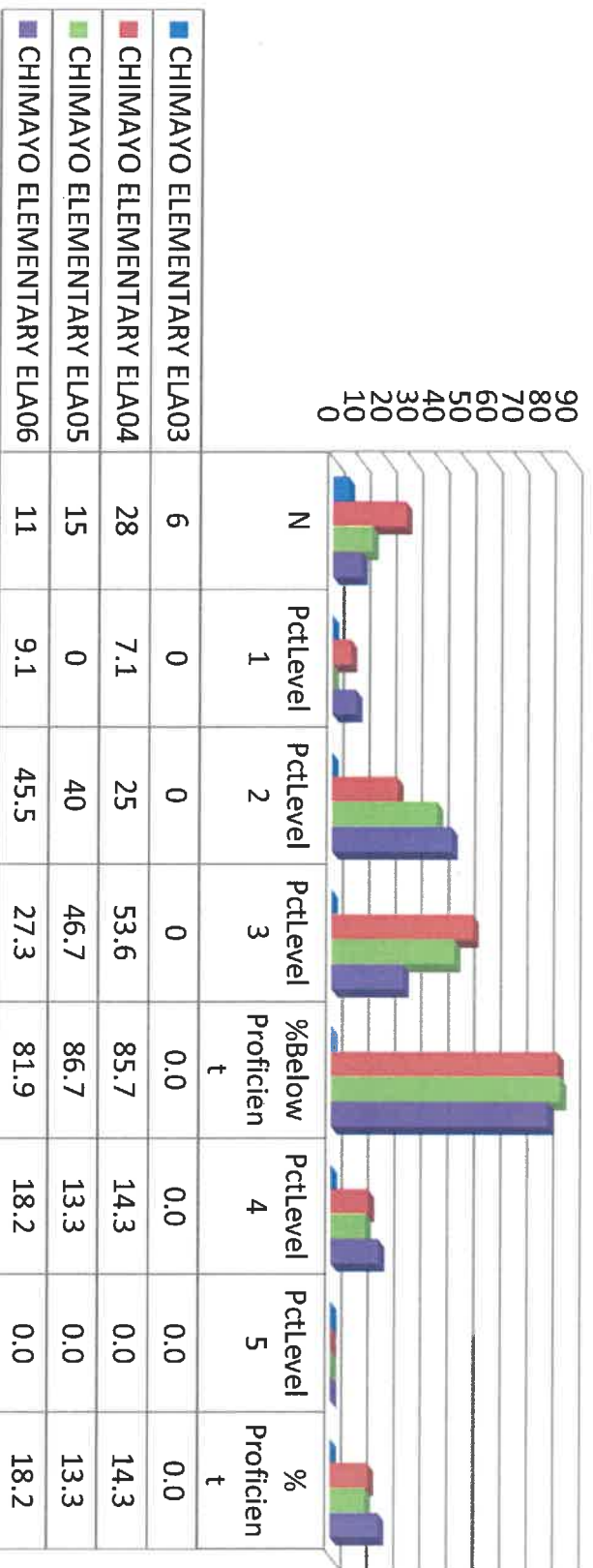
Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Am...	Caucasian	American Indian/Ala...	Native Hawaiian or	Other	Total
Weapons Possession, Blade (51)	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
Weapons Possession, Other (52)	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
Total	Female	178	0	0	0	2	39	0	0	219
	Male	192	0	0	0	9	20	0	0	221
	Total	370	0	0	0	11	59	0	0	440

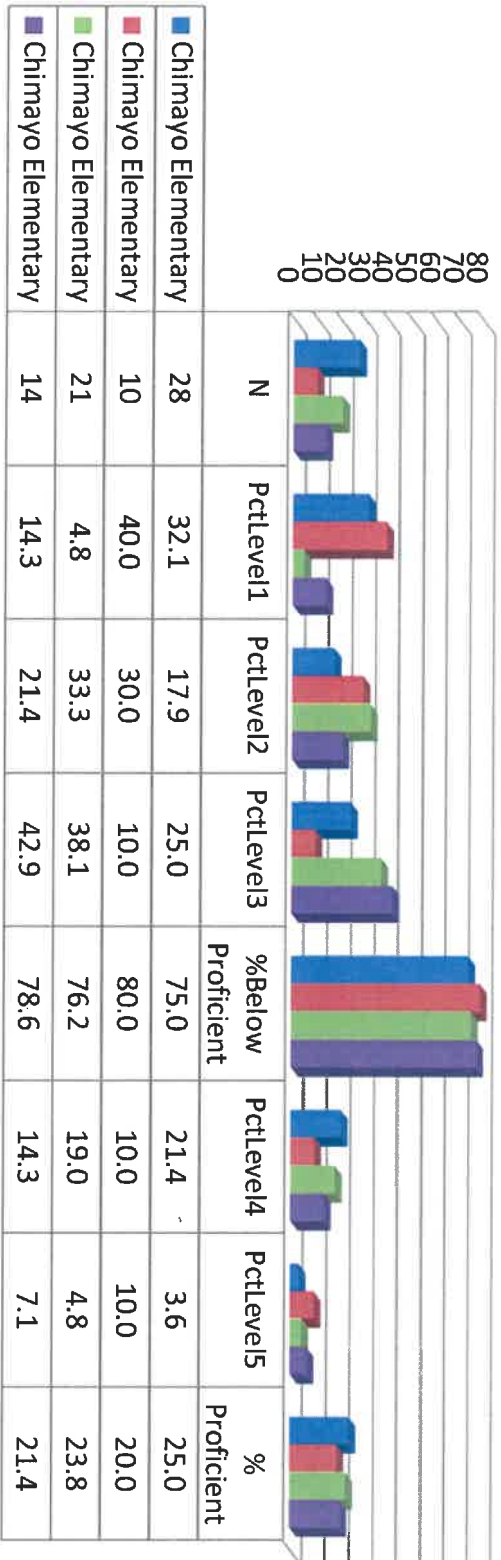
STUDENT PERFORMANCE
BY SCHOOL
(CHIMAYO ELEMENTARY)

2015 Through 2018

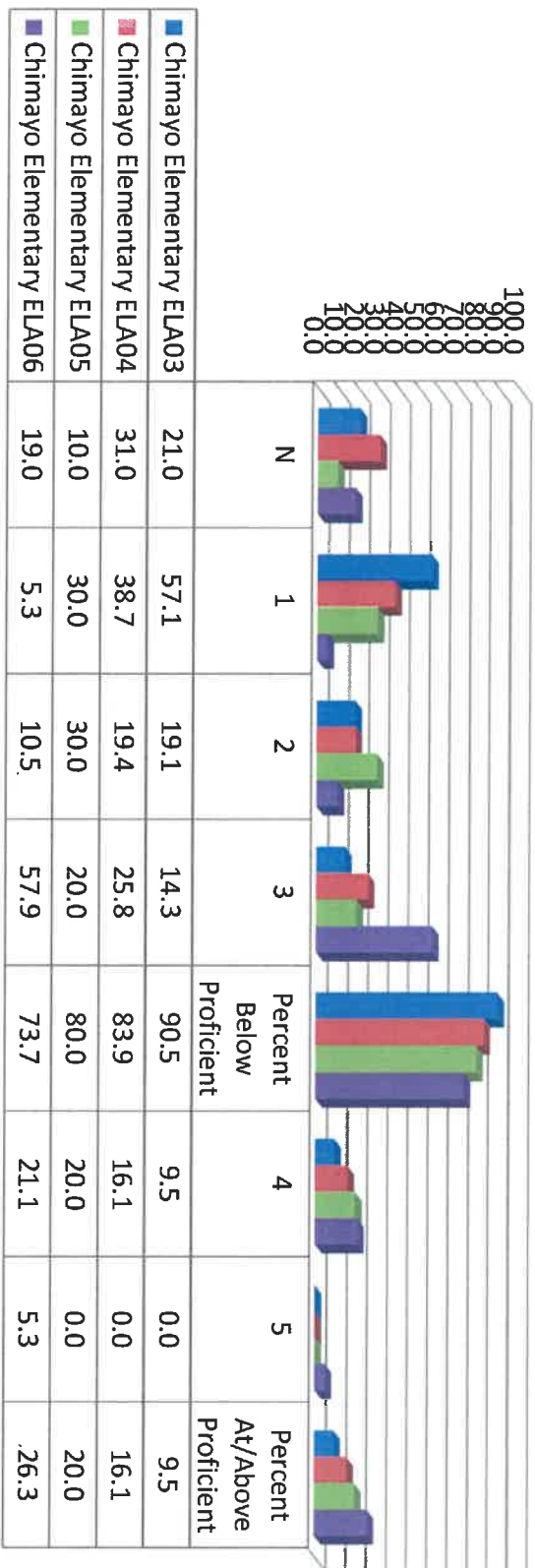
Chimayo Elementary 2015



Chimayo Elementary 2016



Chimayo Elementary 2017





Chimayo Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala.	Native Hawaiian or	Other			
Academic Dishonesty (111)	Female	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
Alcohol Violation-Dealing (56D)	Female	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
Alcohol Violation-Possession (55P)	Female	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
Alcohol Violation-Use (55U)	Female	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
Arson (44)	Female	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
Assault/battery knife/cutting object (2)	Female	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
Assault/battery other dang weapon (3)	Female	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
Assault/battery with firearm (1)	Female	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
Assault/battery, hands, feet, fist/figh	Female	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



Chimayo Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other			
Assault/battery, simple (5)	Female	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
Breaking/Entering/Larceny (42)	Female	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
Bullying (14)	Female	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
Criminal Damage (41)	Female	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
Dishonesty (108)	Female	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
Disorderly Conduct (13)	Female	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
Disrespectful (104)	Female	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
Disruptive Conduct (105)	Female	3	0	0	0	0	0	0	0	0	0	3
	Male	4	0	0	0	0	0	3	0	0	0	7
	Total	7	0	0	0	0	3	0	0	0	0	10
Drug violation (54)	Female	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



Chimayo Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic Two or More Asian Black or African Am. Caucasian American Indian/Ala- Native Hawaiian or c Other Total										
Fighting (102)	Female	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
Gang related activity (53)	Female	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
Graffiti (40)	Female	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
Handgun possession (61)	Female	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
Inappropriate Display of Affection (110)	Female	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
Inappropriate Language, Displays, Images	Female	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
Instigation (112)	Female	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
Missing Property/Theft (43)	Female	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
Multiple Firearms (64)	Female	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



Chimayo Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or c	Other			
Not in Uniform/Dress Code Violation (101)	Female	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
Other Delinquent Acts (113)	Female	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
Other Firearms Possession (63)	Female	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
Other vandalism (46)	Female	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
Other-General/Threat or Intimidation (11)	Female	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
Other-Homicide (7)	Female	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
Other-Kidnapping (non-parental) (8)	Female	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
Other-Robbery using force (9)	Female	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
Other-Self Injury (10)	Female	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



Chimayo Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other			
Other-Sexual battery (6)												
	Female	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
Other-Weapons, Substance, Gang (57)												
	Female	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
Refusal to Cooperate with School Personn												
	Female	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
Regulated Use of Electronic Devices (109)												
	Female	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
Rifle, shotgun possession (62)												
	Female	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
Sexual Harassment (12)												
	Female	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
Tobacco Use (56)												
	Female	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
Tuancy (103)												
	Female	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
Vandalism (45)												
	Female	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



Chimayo Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other	Total
Weapons Possession, Blade (51)	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
Weapons Possession, Other (52)	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
Total	Female	3	0	0	0	0	0	0	0	3
	Male	4	0	0	0	0	0	0	0	7
	Total	7	0	0	0	0	0	3	0	10

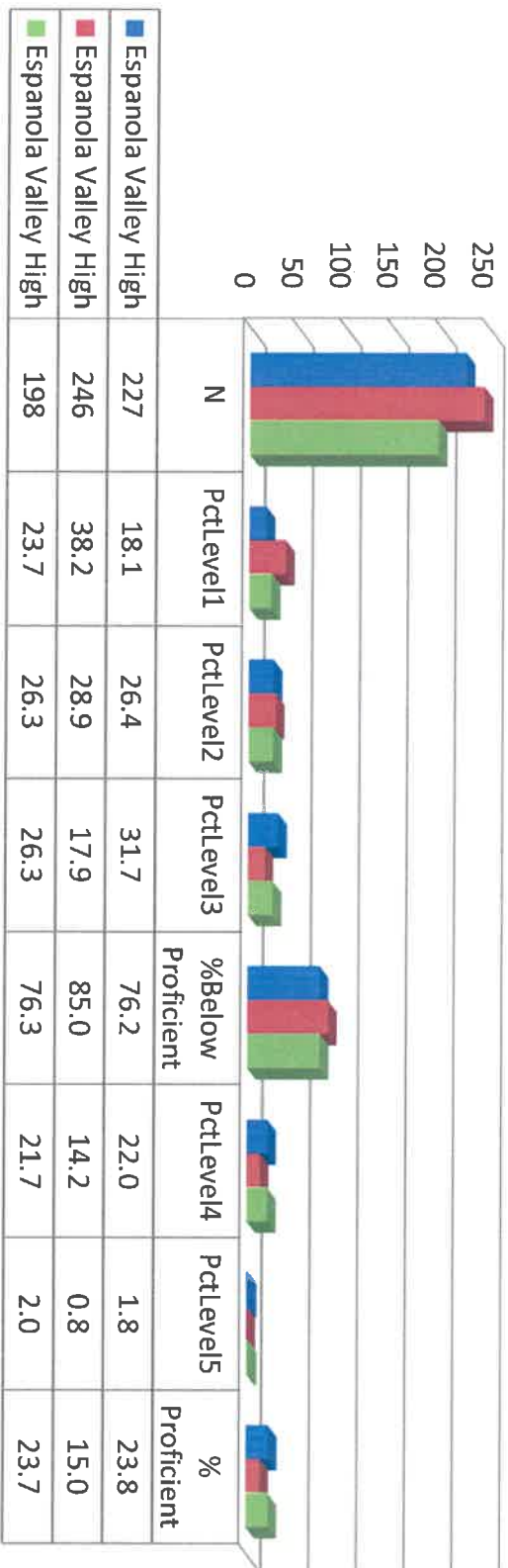
**STUDENT PERFORMANCE
BY SCHOOL
(ESPANOLA VALLEY H.S.)**

Espanola Valley High 2015

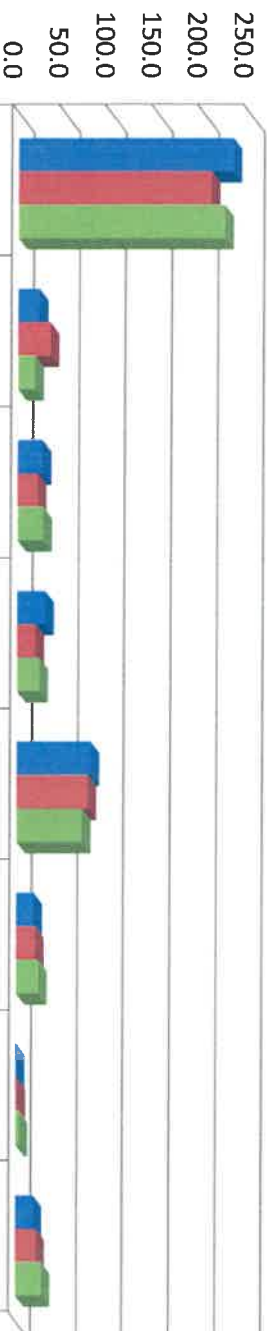


	N	Pctlev el1	Pctlev el2	Pctlev el3	%Belo w Profici ent	Pctlev el4	Pctlev el5	% Profici ent
ESpanola Valley High ELA09	203	40.9	23.2	14.8	78.9	18.7	2.5	21.2
ESpanola Valley High ELA10	200	12.5	18.5	36	67.0	30.0	3.0	33.0
ESpanola Valley High ELA11	274	21.9	36.1	25.5	83.5	14.6	1.8	16.4

Española Valley High 2016

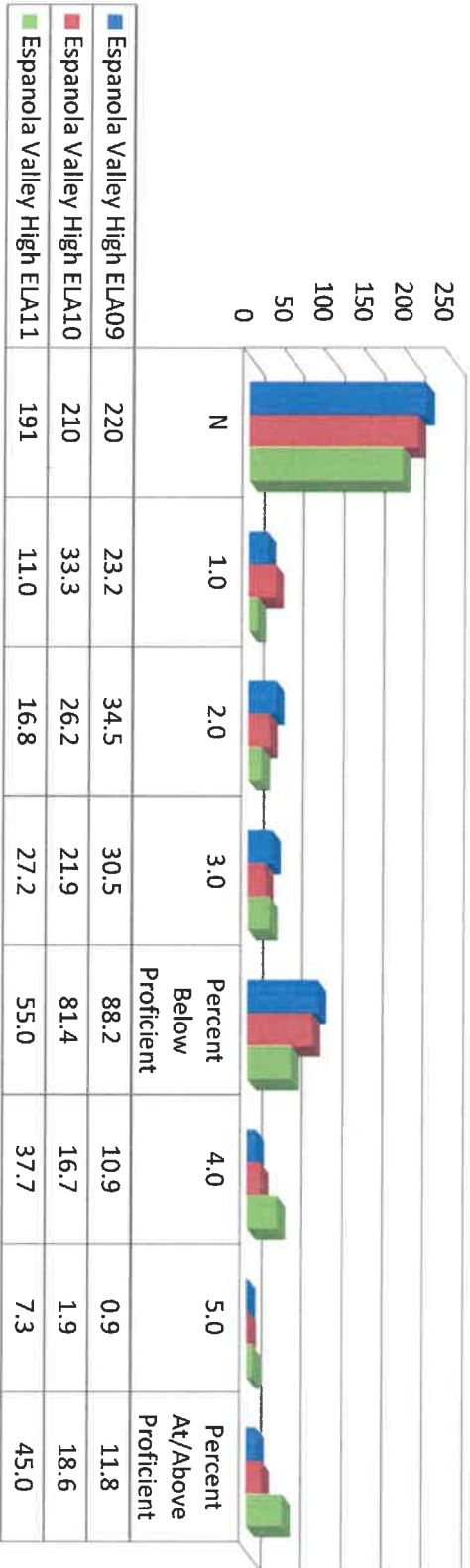


Española Valley High 2017



	N	1	2	3	Percent Below Proficient	4	5	Percent At/Above Proficient
■ Espanola Valley High ELA09	233.0	23.2	27.0	30.5	80.7	18.9	0.4	19.3
■ Espanola Valley High ELA10	209.0	35.4	22.0	20.1	77.5	21.1	1.4	22.5
■ Espanola Valley High ELA11	224.0	18.8	28.1	24.6	71.4	24.6	4.0	28.6

Española Valley High 2018





Espanola Valley High School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or c	Other			
Academic Dishonesty (111)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	3	0	0	0	0	0	0	0	0	0	3
	Total	3	0	0	0	0	0	0	0	0	0	3
Alcohol Violation-Dealing (55D)	Female	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
Alcohol Violation-Possession (55P)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	0	0	0	0	0	0	2
	Total	2	0	0	0	0	0	0	0	0	0	2
Alcohol Violation-Use (55U)	Female	2	0	0	0	0	0	0	0	0	0	2
	Male	2	0	0	0	0	0	0	0	0	0	2
	Total	4	0	0	0	0	0	0	0	0	0	4
Arson (44)	Female	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
Assault/battery knife/cutting object (2)	Female	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
Assault/battery other dang weapon (3)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	0	0	0	0	0	0	2
	Total	2	0	0	0	0	0	0	0	0	0	2
Assault/battery with firearm (1)	Female	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
Assault/battery, hands, feet, fist/fight	Female	5	0	0	0	0	0	0	0	0	0	5
	Male	10	0	0	0	0	0	0	1	0	0	11
	Total	15	0	0	0	0	0	0	1	0	0	16



Espanola Valley High School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total	
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Al-	Native Hawaiian or	Other				
Assault/battery, simple (5)	Female	2	0	0	0	0	0	0	0	0	0	0	2
	Male	3	0	0	0	0	0	0	0	0	0	0	3
	Total	5	0	0	0	0	0	0	0	0	0	0	5
Breaking/Entering/Larceny (42)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Bullying (14)	Female	14	0	0	0	0	0	0	0	0	0	0	14
	Male	4	0	0	0	0	0	0	0	0	0	0	4
	Total	18	0	0	0	0	0	0	0	0	0	0	18
Criminal Damage (41)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	0	1
Dishonesty (108)	Female	6	0	0	0	0	0	0	0	0	0	0	6
	Male	3	0	0	0	0	0	0	0	0	0	0	3
	Total	9	0	0	0	0	0	0	0	0	0	0	9
Disorderly Conduct (13)	Female	20	0	0	0	0	0	1	0	0	0	0	21
	Male	23	0	0	0	0	0	1	0	0	0	0	24
	Total	43	0	0	0	0	0	2	0	0	0	0	45
Disrespectful (104)	Female	7	0	0	0	0	0	1	0	0	0	0	8
	Male	27	0	0	0	1	1	0	0	0	0	0	29
	Total	34	0	0	0	1	1	0	0	0	0	0	37
Disruptive Conduct (105)	Female	29	0	0	0	1	2	0	0	0	0	0	32
	Male	96	0	1	0	0	2	0	0	0	0	0	99
	Total	125	0	1	0	1	4	0	0	0	0	0	131
Drug violation (54)	Female	13	0	0	0	0	1	0	0	0	0	0	14
	Male	45	0	0	0	0	4	0	0	0	0	0	49
	Total	58	0	0	0	0	5	0	0	0	0	0	63



Espanola Valley High School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other			
Fighting (102)	Female	14	0	0	0	1	2	0	0	0	0	17
	Male	10	0	0	0	0	0	0	0	0	0	10
	Total	24	0	0	0	1	2	0	0	0	0	27
Gang related activity (53)	Female	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
Graffiti (40)	Female	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
Handgun possession (61)	Female	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
Inappropriate Display of Affection (110)	Female	1	0	0	0	0	0	0	0	0	0	1
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	2	0	0	0	0	0	0	0	0	0	2
Inappropriate Language, Displays, Images	Female	5	0	0	0	0	0	0	0	0	0	5
	Male	24	0	0	0	0	1	0	0	0	0	25
	Total	29	0	0	0	0	1	0	0	0	0	30
Instigation (112)	Female	4	0	0	0	0	1	0	0	0	0	5
	Male	8	0	0	0	0	0	0	0	0	0	8
	Total	12	0	0	0	0	1	0	0	0	0	13
Missing Property/Theft (43)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Multiple Firearms (64)	Female	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



Espanola Valley High School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total	
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala.	Native Hawaiian or c	Other				
Not in Uniform/Dress Code Violation (101)	Female	3	0	0	0	0	0	0	0	0	0	0	3
	Male	0	0	0	0	0	0	0	0	0	0	0	0
	Total	3	0	0	0	0	0	0	0	0	0	0	3
Other Delinquent Acts (113)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	4	0	0	0	0	0	0	0	0	0	0	4
	Total	4	0	0	0	0	0	0	0	0	0	0	4
Other Firearms Possession (63)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Other vandalism (46)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Other-General/Threat or Intimidation (11)	Female	1	0	0	0	0	0	0	0	0	0	0	1
	Male	3	0	0	0	0	0	0	0	0	0	0	3
	Total	4	0	0	0	0	0	0	0	0	0	0	4
Other-Homicide (7)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Other-Kidnapping (non-parental) (8)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Other-Robbery using force (9)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Other-Self Injury (10)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0



Espanola Valley High School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other			
Other-Sexual battery (6)	Female	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
Other-Weapons, Substance, Gang (57)	Female	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
Refusal to Cooperate with School Person	Female	51	0	0	0	4	2	0	0	0	0	57
	Male	84	0	0	0	1	5	0	0	0	0	90
	Total	135	0	0	0	5	7	0	0	0	0	147
Regulated Use of Electronic Devices (109)	Female	5	0	0	0	0	2	0	0	0	0	7
	Male	9	0	0	0	0	0	0	0	0	0	9
	Total	14	0	0	0	0	2	0	0	0	0	16
Rifle, shotgun possession (62)	Female	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
Sexual Harassment (12)	Female	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
Tobacco Use (36)	Female	1	0	0	0	0	1	0	0	0	0	2
	Male	17	0	0	0	1	0	0	0	0	0	18
	Total	18	0	0	0	1	1	0	0	0	0	20
Truancy (103)	Female	101	0	0	0	7	9	0	0	0	0	117
	Male	132	0	0	0	3	9	0	0	0	0	144
	Total	233	0	0	0	10	18	0	0	0	0	261
Vandalism (45)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1



Espanola Valley High School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

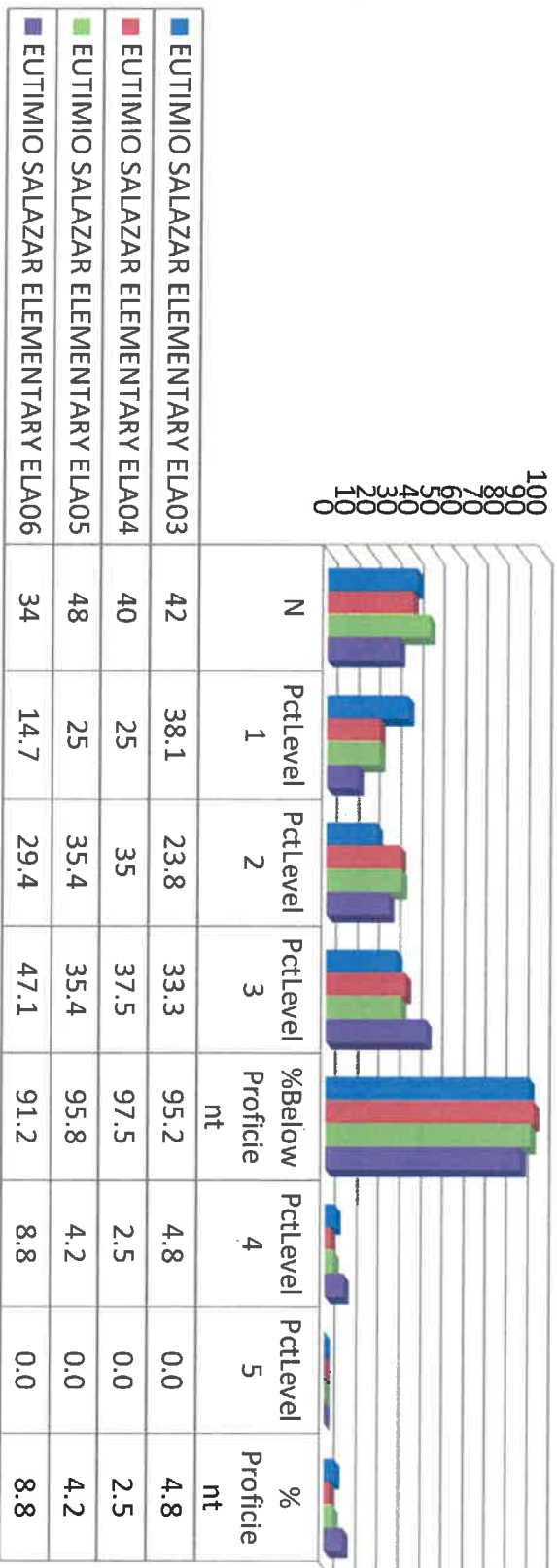
Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other	Total
Weapons Possession, Blade (51)	Female	1	0	0	0	0	0	0	0	1
	Male	10	0	0	0	0	0	0	0	10
	Total	11	0	0	0	0	0	0	0	11
Weapons Possession, Other (52)	Female	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	0	0	0	0	2
	Total	2	0	0	0	0	0	0	0	2
Total	Female	285	0	0	0	13	22	0	0	320
	Male	527	0	1	1	6	23	0	0	558
	Total	812	0	1	1	19	45	0	0	878

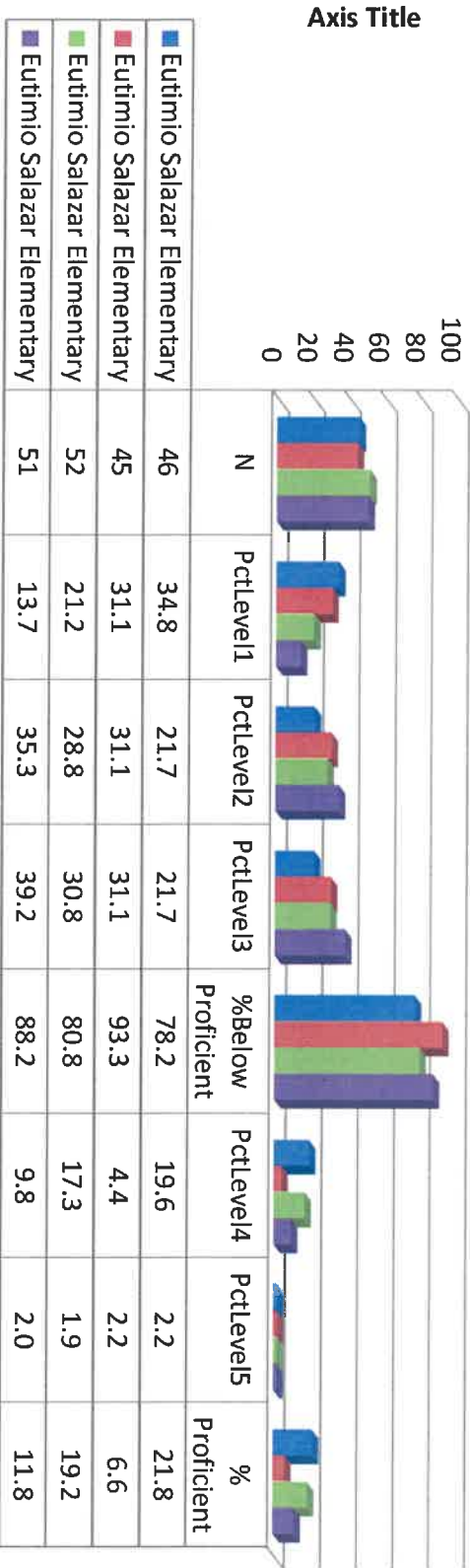
STUDENT PERFORMANCE
BY SCHOOL
(EUTIMIO SALAZAR/FAIRVIEW ELEM.)

2015 Through 2018

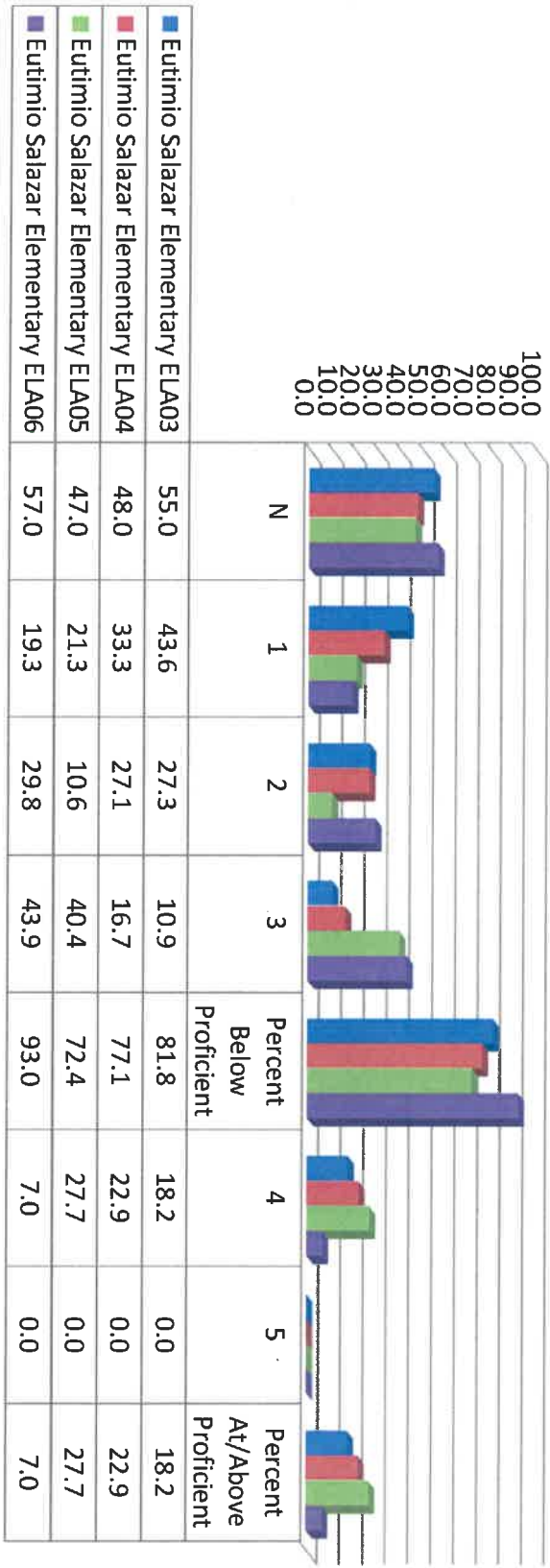
Eutimio Salazar 2015



Eutimio Salazar 2016



Eutimio Salazar Elementary 2017





Eutimio T. Salazar Elementary Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or	Other			
Academic Dishonesty (111)	Female	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
Alcohol Violation-Dealing (55D)	Female	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
Alcohol Violation-Possession (55P)	Female	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
Alcohol Violation-Use (55U)	Female	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
Arson (44)	Female	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
Assault/battery knife/cutting object (2)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Assault/battery other dang weapon (3)	Female	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
Assault/battery with firearm (1)	Female	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
Assault/battery, hands, feet, fist/fight	Female	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



Eutimio T. Salazar Elementary Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or	Other			
Assault/battery, simple (5)	Female	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
Breaking/Entering/Larceny (42)	Female	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
Bullying (14)	Female	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
Criminal Damage (41)	Female	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
Dishonesty (108)	Female	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
Disorderly Conduct (13)	Female	1	0	0	0	0	0	0	0	0	0	1
	Male	19	0	0	5	3	0	1	0	0	0	28
	Total	20	0	0	5	3	0	1	0	0	0	29
Disrespectful (104)	Female	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
Disruptive Conduct (105)	Female	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
Drug violation (54)	Female	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



Eutimio T. Salazar Elementary Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total	
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala.	Native Hawaiian or c	Other				
Fighting (102)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	0	0	0	0	0	0	0	2
	Total	2	0	0	0	0	0	0	0	0	0	0	2
Gang related activity (53)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Graffiti (40)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Handgun possession (61)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Inappropriate Display of Affection (110)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	1	0	0	0	0	0	0	2
	Total	1	0	0	0	1	0	0	0	0	0	0	2
Inappropriate Language, Displays, Images	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	6	0	0	0	1	1	0	0	0	0	0	8
	Total	6	0	0	0	1	1	0	0	0	0	0	8
Instigation (112)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	0	1
Missing Property/Theft (43)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Multiple Firearms (64)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0



Eutimio T. Salazar Elementary Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian or c	Other			
Not in Uniform/Dress Code Violation (101)	Female	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
Other Delinquent Acts (113)	Female	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
Other Firearms Possession (63)	Female	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
Other vandalism (46)	Female	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
Other-General/Threat or Intimidation (11)	Female	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
Other-Homicide (7)	Female	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
Other-Kidnapping (non-parental) (8)	Female	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
Other-Robbery using force (9)	Female	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
Other-Self injury (10)	Female	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



Eutimio T. Salazar Elementary Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other			
Other-Sexual battery (6)	Female	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
Other-Weapons, Substance, Gang (57)	Female	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
Refusal to Cooperate with School Person	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	1	0	0	0	1
	Total	0	0	0	0	0	0	1	0	0	0	1
Regulated Use of Electronic Devices (109)	Female	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
Rifle, shotgun possession (62)	Female	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
Sexual Harassment (12)	Female	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
Tobacco Use (56)	Female	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
Truancy (103)	Female	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
Vandalism (45)	Female	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



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

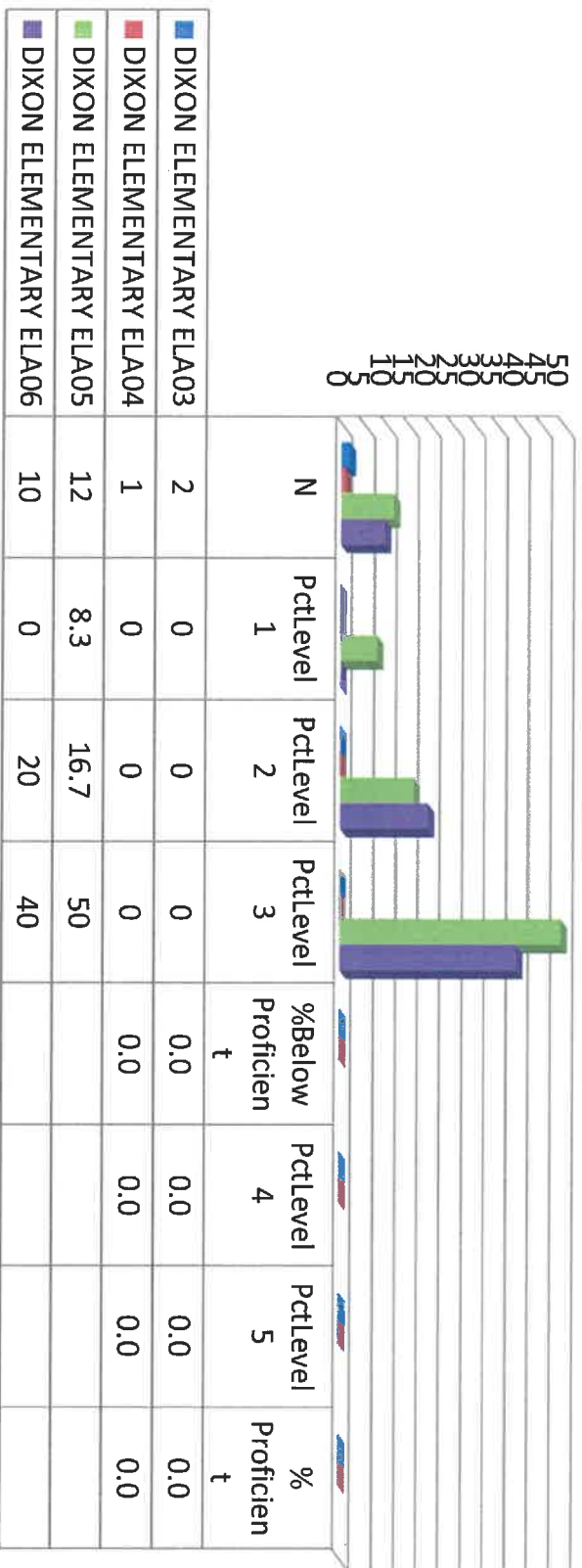
Year: 2017-2018
 Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or C	Other	Total
Weapons Possession, Blade (51)	Female	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	1
Weapons Possession, Other (52)	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
Total	Female	1	0	0	0	0	0	0	0	1
	Male	31	0	0	5	5	2	1	0	44
	Total	32	0	0	5	5	2	1	0	45

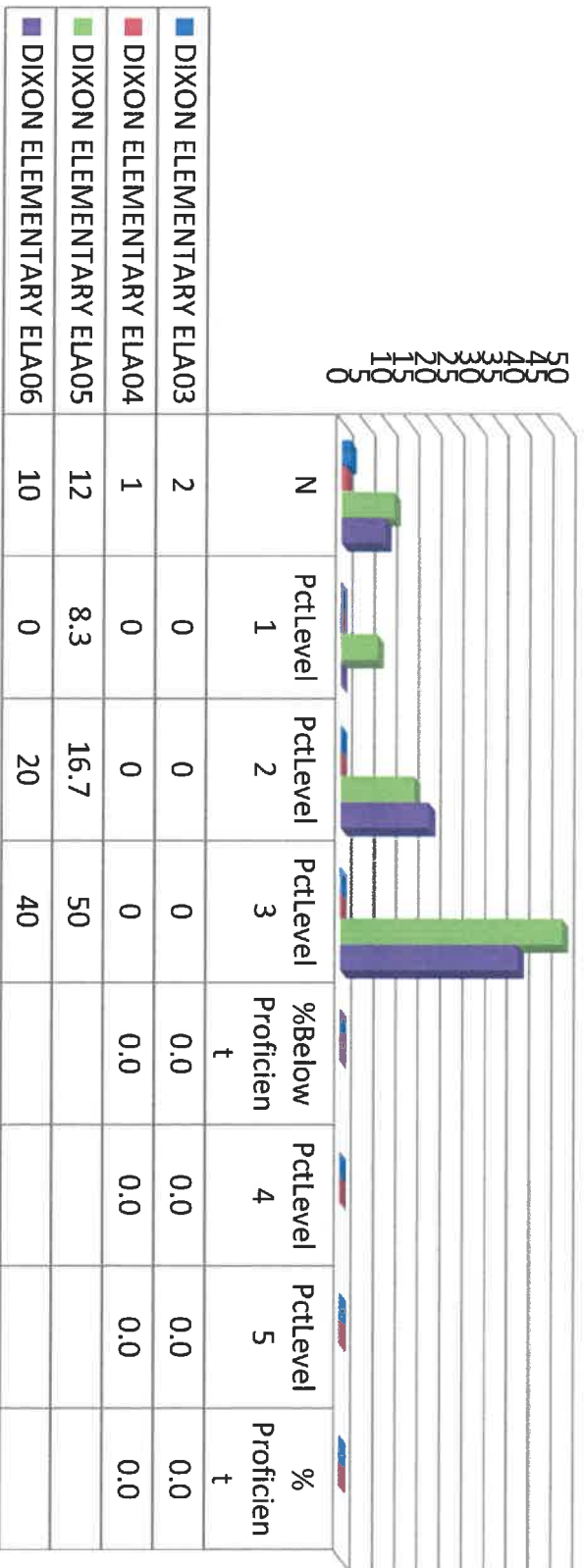
STUDENT PERFORMANCE
BY SCHOOL
(DIXON ELEMENTARY)

2015 Through 2018

Dixon Elementary 2015



Dixon Elementary





Dixon Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Alc-	Native Hawaiian or c	Other	Total
Academic Dishonesty (11)	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 (55D)	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-Possession (55P)	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-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 object (2)	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 other dang weapon (3)	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 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, fist/fight	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



Dixon Elementary School

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Year: 2017-2018
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Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian or c	Other			
Assault/battery, simple (5)	Female	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
Breaking/Entering/Larceny (42)	Female	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
Bullying (14)	Female	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
Criminal Damage (41)	Female	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
Dishonesty (108)	Female	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
Disorderly Conduct (13)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	0	0	0	0	0	0	2
	Total	2	0	0	0	0	0	0	0	0	0	2
Disrespectful (104)	Female	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
Disruptive Conduct (105)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Drug violation (54)	Female	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



Dixon Elementary School

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Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other			
Fighting (102)	Female	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
Gang related activity (53)	Female	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
Graffiti (40)	Female	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
Handgun possession (61)	Female	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
Inappropriate Display of Affection (110)	Female	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
Inappropriate Language, Displays, Images	Female	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
Instigation (112)	Female	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
Missing Property/Theft (43)	Female	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
Multiple Firearms (64)	Female	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



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08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other			
Not in Uniform/Dress Code Violation (101)	Female	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
Other Delinquent Acts (113)	Female	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
Other Firearms Possession (63)	Female	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
Other vandalism (46)	Female	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
Other-General/Threat or Intimidation (11)	Female	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
Other-Homicide (7)	Female	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
Other-Kidnapping (non-parental) (8)	Female	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
Other-Robbery using force (9)	Female	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
Other-Self Injury (10)	Female	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



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

Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Alc.	Native Hawaiian or c	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, Gang (57)	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
Refusal to Cooperate with School Person	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
Regulated Use of Electronic Devices (109)	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
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



**Dixon Elementary School
Discipline Summary by Ethnic Code**

08/14/2017 - 05/25/2018

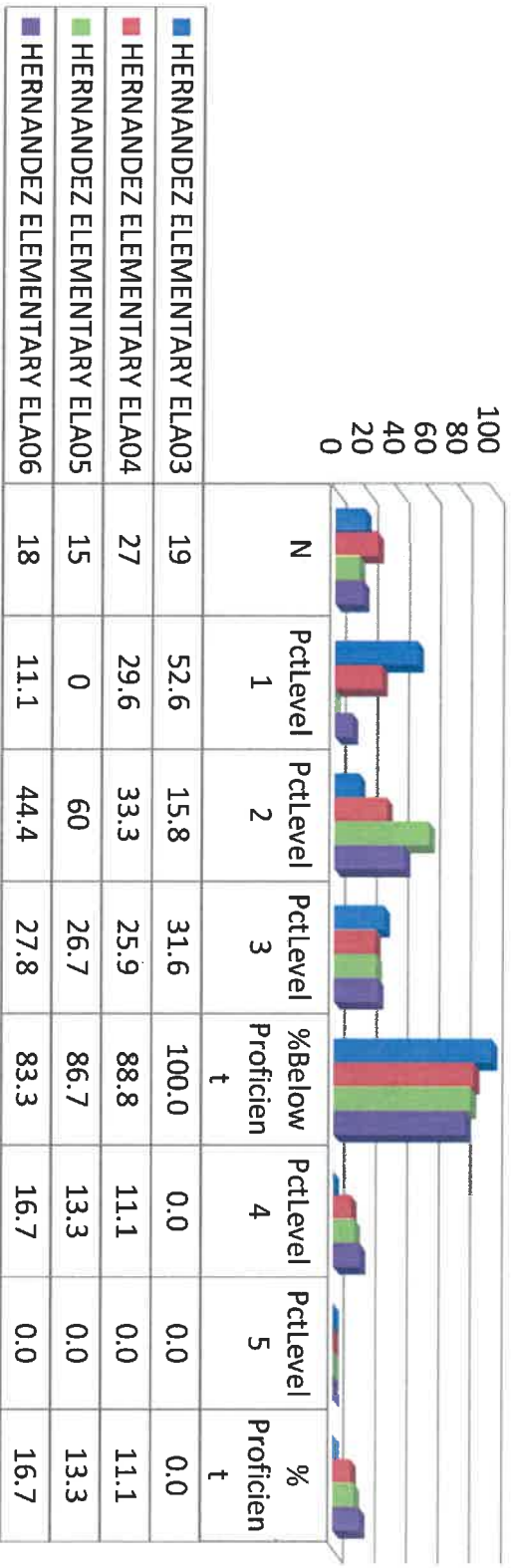
Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian/Ala-	Other	Total
Weapons Possession, Blade (51)	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
Weapons Possession, Other (52)	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
Total	Female	0	0	0	0	0	0	0	0	0
	Male	3	0	0	0	0	0	0	0	3
	Total	3	0	0	0	0	0	0	0	3

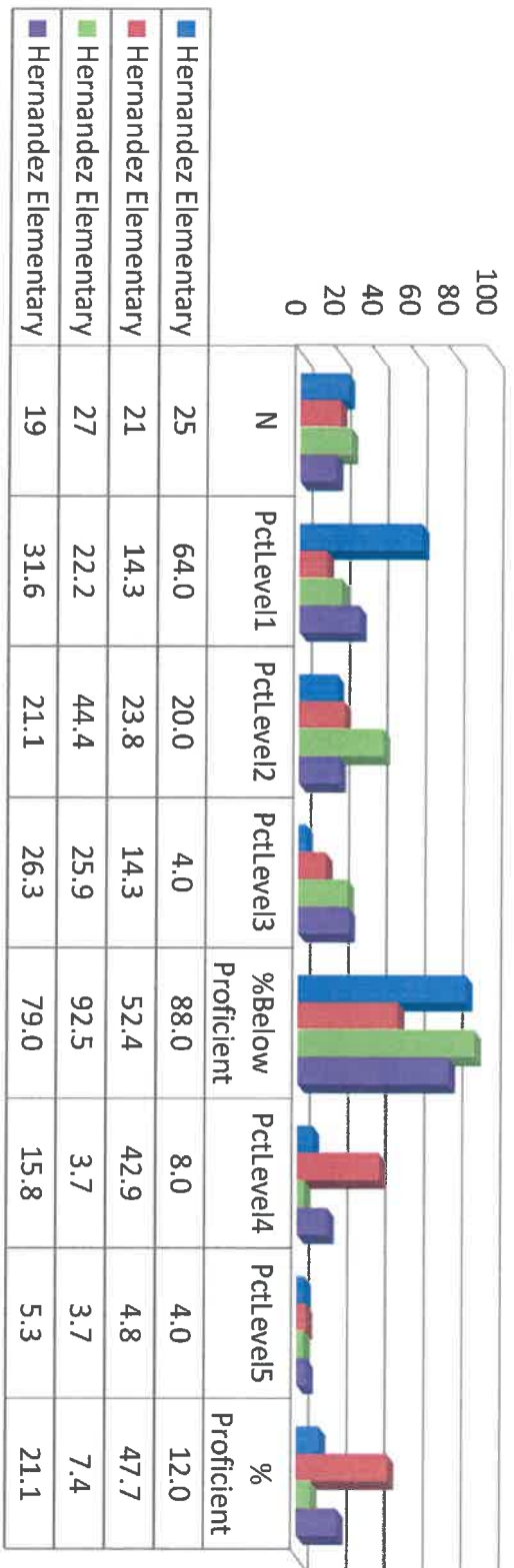
STUDENT PERFORMANCE
BY SCHOOL
(HERNANDEZ ELEMENTARY)

2015 Through 2018

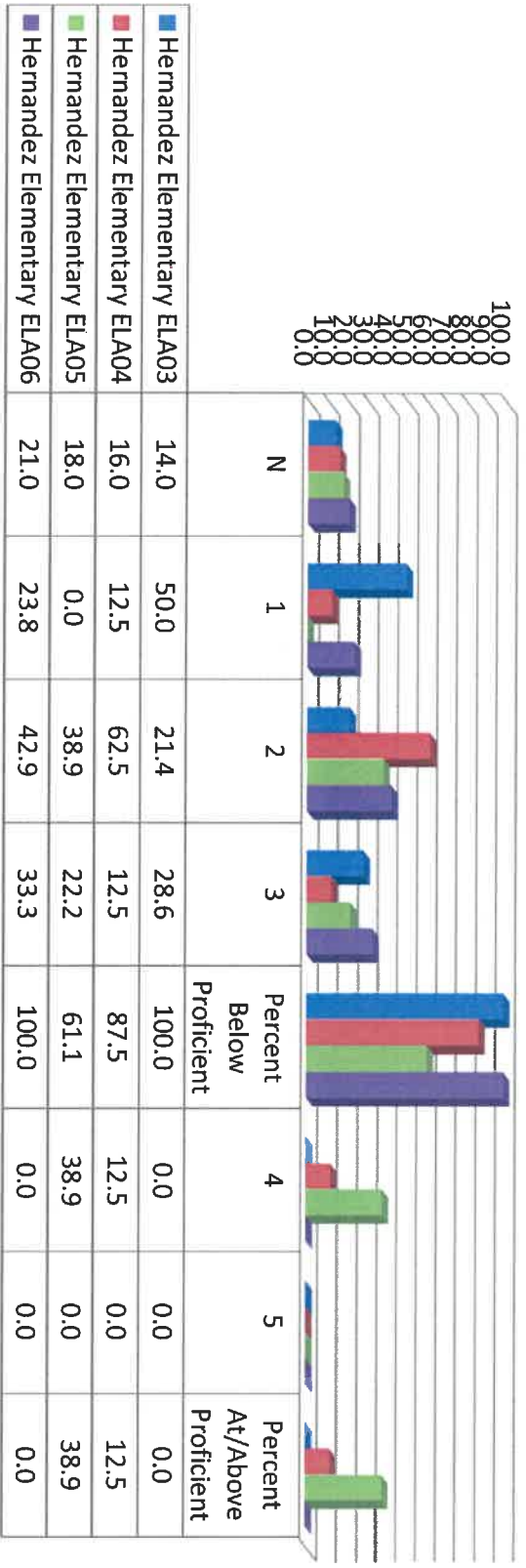
Hernandez Elementary 2015



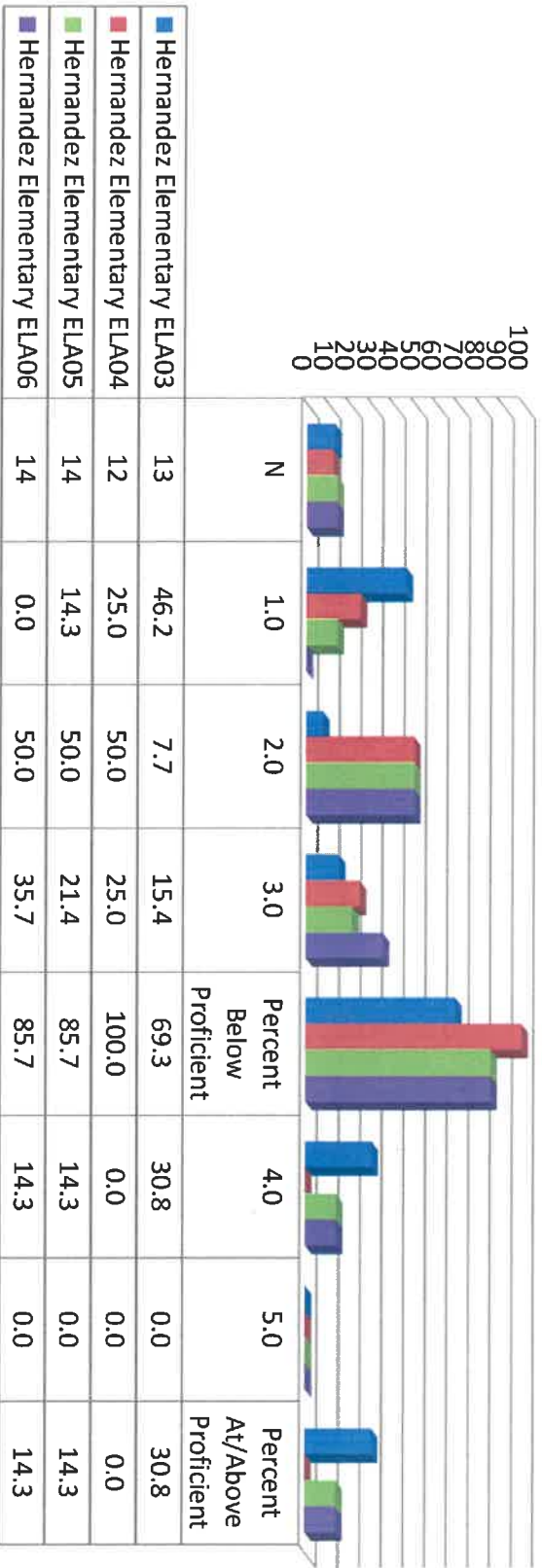
Hernandez Elementary 2016

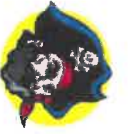


Hernandez Elementary 2017



Hernandez Elementary 2018





Hernandez Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total	
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other				
Academic Dishonesty (111)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Alcohol Violation-Dealing (55D)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Alcohol Violation-Possession (55P)	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	0
	Total	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	0	0	0
	Male	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
Arson (44)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Assault/battery knife/cutting object (2)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Assault/battery other dang weapon (3)	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	0
	Total	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	0	0	0
	Male	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
Assault/battery, hands, feet, fist/fight	Female	1	0	0	0	0	0	0	0	0	0	0	1
	Male	2	0	0	0	0	0	0	0	0	0	0	2
	Total	3	0	0	0	0	0	0	0	0	0	0	3



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Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other			
Assault/Battery, simple (5)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	0	0	0	0	0	0	2
	Total	2	0	0	0	0	0	0	0	0	0	2
Breaking/Entering/Larceny (42)	Female	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
Bullying (14)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	0	0	0	0	0	0	2
	Total	2	0	0	0	0	0	0	0	0	0	2
Criminal Damage (41)	Female	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
Dishonesty (108)	Female	3	0	0	0	0	0	0	0	0	0	3
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	4	0	0	0	0	0	0	0	0	0	4
Disorderly Conduct (13)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Disrespectful (104)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Disruptive Conduct (105)	Female	2	0	0	0	0	0	0	0	0	0	2
	Male	10	0	0	1	0	0	0	0	0	0	11
	Total	12	0	0	1	0	0	0	0	0	0	13
Drug violation (54)	Female	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



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Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total	
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or C	Other				
Fighting (102)	Female	2	0	0	0	0	0	0	0	0	0	0	2
	Male	1	0	0	1	0	0	0	0	0	0	0	2
	Total	3	0	0	1	0	0	0	0	0	0	0	4
Gang related activity (53)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Graffiti (40)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Handgun possession (61)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Inappropriate Display of Affection (110)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	0	1
Inappropriate Language, Displays, Images	Female	3	0	0	0	0	0	0	0	0	0	0	3
	Male	4	0	0	0	0	0	0	0	0	0	0	4
	Total	7	0	0	0	0	0	0	0	0	0	0	7
Instigation (112)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Missing Property/Theft (43)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Multiple Firearms (64)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0



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Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code									
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or C	Other	Total	
Not in Uniform/Dress Code Violation (101)	Female	0	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 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 (63)	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 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 Intimidation (11)	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-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 (non-parental) (8)	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-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	



Hernandez Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian or C	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, Gang (57)	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
Refusal to Cooperate with School Person	Female	0	0	0	0	0	0	0	0	0
	Male	2	0	0	0	0	0	0	0	2
	Total	2	0	0	0	0	0	0	0	2
Regulated Use of Electronic Devices (109)	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
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	1	0	0	0	0	0	0	0	1
	Male	2	0	0	0	0	0	0	0	2
	Total	3	0	0	0	0	0	0	0	3
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



Hernandez Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

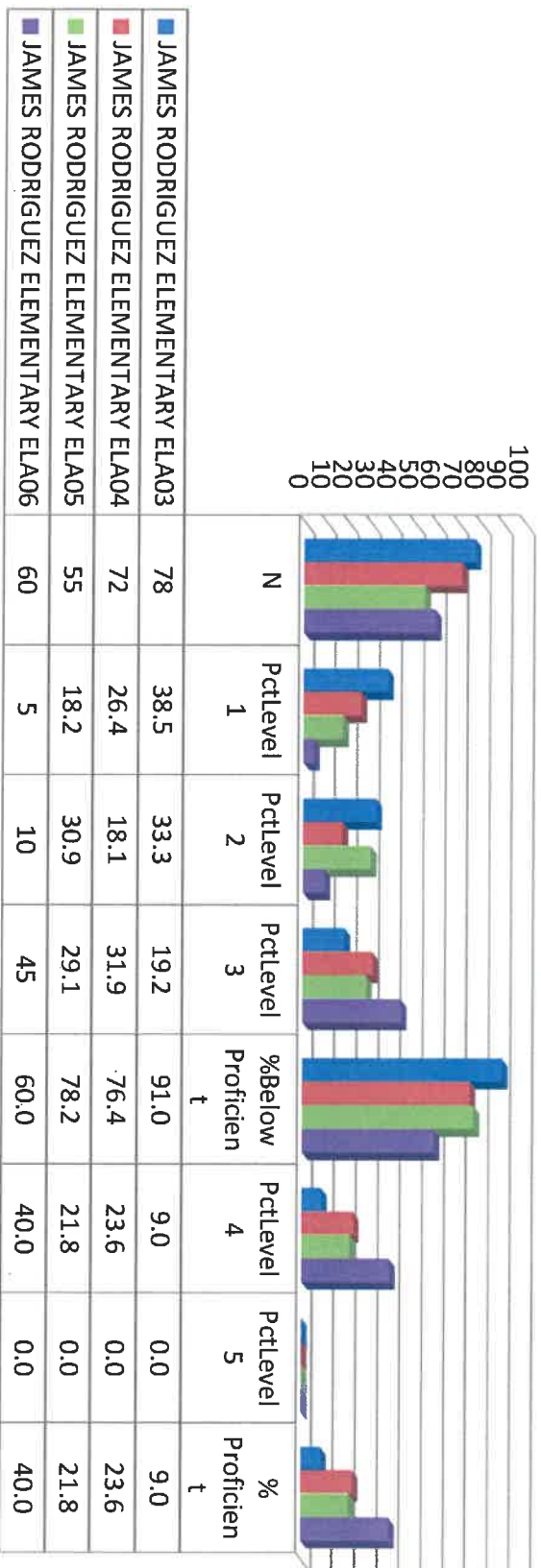
Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Alc.	Native Hawaiian or c	Other	Total
Weapons Possession, Blade (51)	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
Weapons Possession, Other (52)	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
Total	Female	12	0	0	0	0	0	0	0	12
	Male	29	0	0	2	0	0	0	0	31
	Total	41	0	0	2	0	0	0	0	43

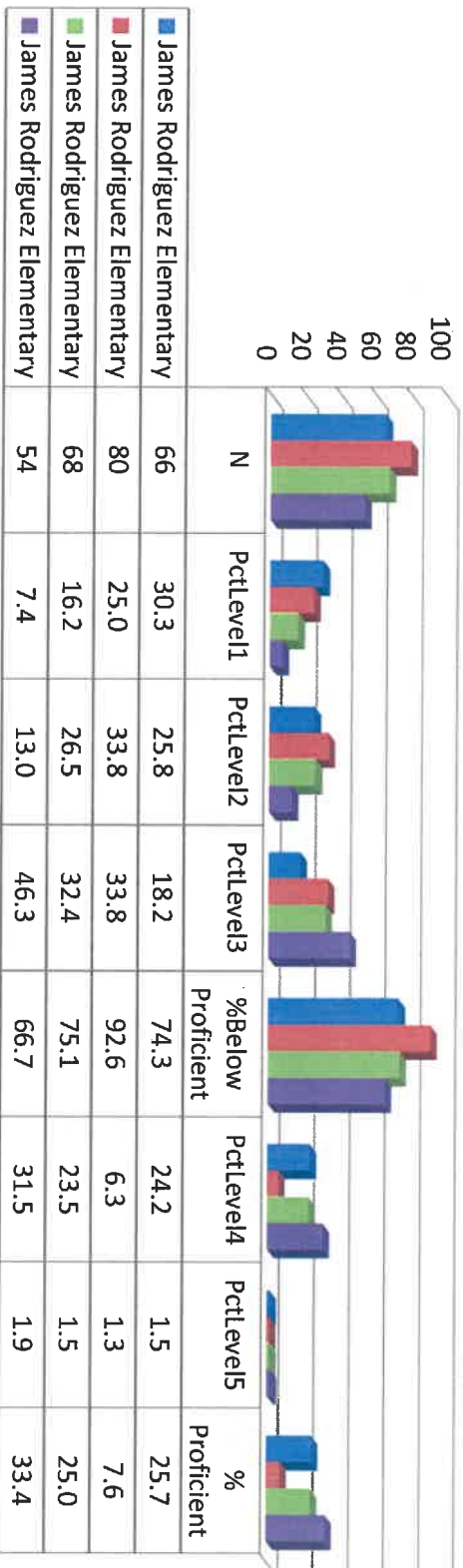
STUDENT PERFORMANCE
BY SCHOOL
(JHR ELEMENTARY)

2015 Through 2018

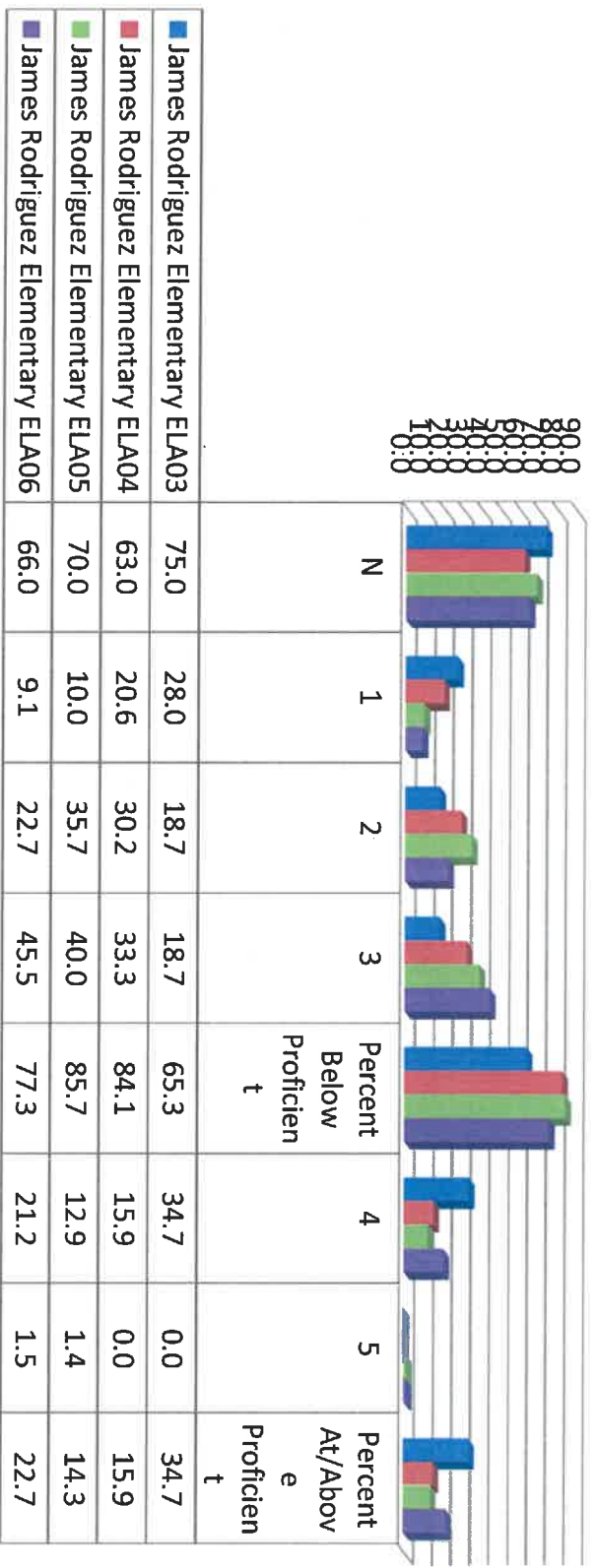
James Rodriguez Elementary 2015



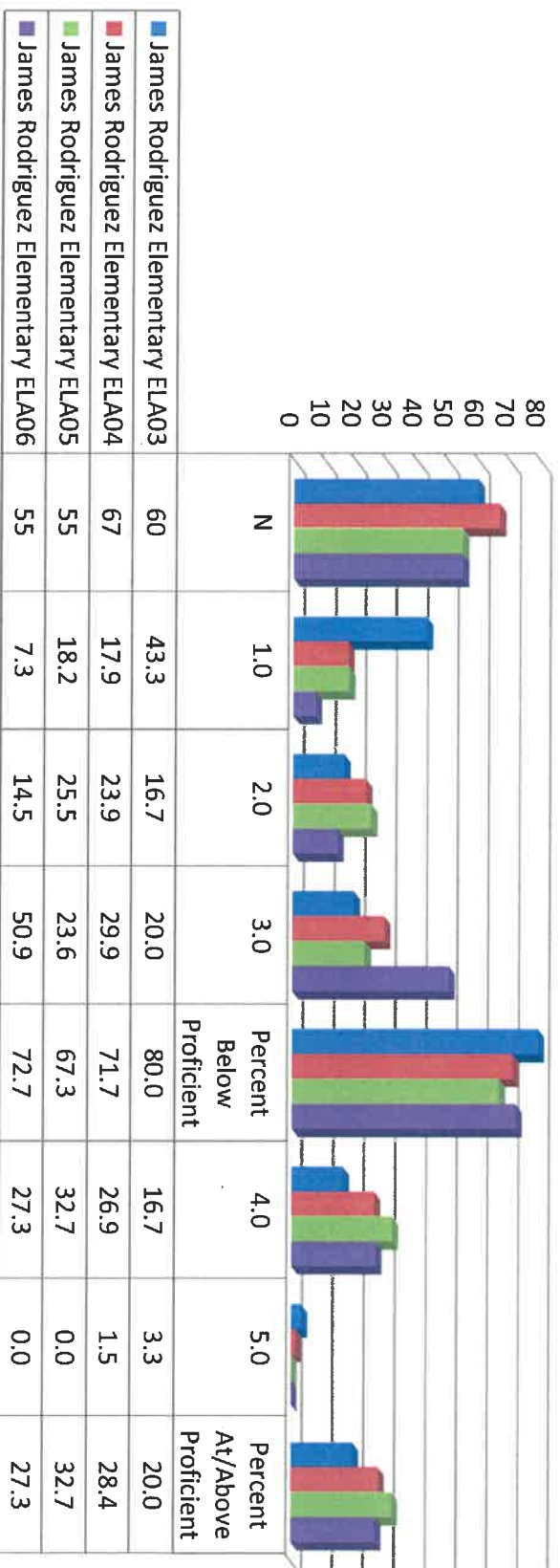
James Rodriguez Elementary 2016



James Rodriguez Elementary 2017



James Rodriguez Elementary 2018



Score Level	N	Percent Below Proficient	Percent At/Above Proficient
1.0	60	80.0	20.0
2.0	67	71.7	28.4
3.0	55	67.3	32.7
4.0	55	72.7	27.3



James H. Rodriguez Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other			
Academic Dishonesty (111)	Female	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
Alcohol Violation-Dealing (55D)	Female	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
Alcohol Violation-Possession (55P)	Female	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
Alcohol Violation-Use (55U)	Female	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
Arson (44)	Female	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
Assault/Battery knife/cutting object (2)	Female	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
Assault/Battery other dang weapon (3)	Female	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
Assault/Battery with firearm (1)	Female	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
Assault/Battery, hands, feet, fist/flight	Female	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



James H. Rodriguez Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total	
		Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Alc.	Native Hawaiian or c	Other				
Assault/battery, simple (5)													
	Female	2	0	0	0	0	0	0	0	0	0	0	2
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	3	0	0	0	0	0	0	0	0	0	0	3
Breaking/Enteing/Larceny (42)													
	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Bullying (14)													
	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	0	1
Criminal Damage (41)													
	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Dishonesty (108)													
	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Disorderly Conduct (13)													
	Female	1	0	0	0	0	0	4	0	0	0	0	5
	Male	10	0	0	0	0	1	2	0	0	0	0	13
	Total	11	0	0	0	0	1	6	0	0	0	0	18
Disrespectful (104)													
	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	0	1
Disruptive Conduct (105)													
	Female	14	0	0	0	0	0	1	0	0	0	0	15
	Male	36	0	0	0	0	1	0	0	0	0	0	37
	Total	50	0	0	0	0	1	1	0	0	0	0	52
Drug violation (54)													
	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	0
	Total	0	0	0	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

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or c	Other			
Fighting (102)												
	Female	5	0	0	0	0	0	2	0	0	0	7
	Male	18	0	0	0	0	0	0	0	0	0	18
	Total	23	0	0	0	0	0	2	0	0	0	25
Gang related activity (53)												
	Female	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
Graffiti (40)												
	Female	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
Handgun possession (61)												
	Female	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
Inappropriate Display of Affection (110)												
	Female	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
Inappropriate Language, Displays, Images												
	Female	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
Instigation (112)												
	Female	2	0	0	0	0	0	1	0	0	0	3
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	3	0	0	0	0	0	1	0	0	0	4
Missing Property/Theft (43)												
	Female	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
Multiple Firearms (64)												
	Female	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



James H. Rodriguez Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic							Total
		Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala.	Native Hawaiian or	Other	
Not in Uniform/Dress Code Violation (101)	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
Other Delinquent Acts (113)	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
Other Firearms Possession (63)	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
Other vandalism (46)	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
Other-General/Threat or Intimidation (11)	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
Other-Homicide (7)	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
Other-Kidnapping (non-parental) (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
Other-Robbery using force (9)	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
Other-Self Injury (10)	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



James H. Rodriguez Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian or c	Other			
Other-Sexual battery (6)												
	Female	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
Other-Weapons, Substance, Gang (57)												
	Female	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
Refusal to Cooperate with School Person												
	Female	1	0	0	0	0	0	0	0	0	0	1
	Male	6	0	0	0	0	0	0	0	0	0	6
	Total	7	0	0	0	0	0	0	0	0	0	7
Regulated Use of Electronic Devices (109)												
	Female	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
Rifle, shotgun possession (62)												
	Female	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
Sexual Harassment (12)												
	Female	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
Tobacco Use (56)												
	Female	2	0	0	0	0	0	0	0	0	0	2
	Male	0	0	0	0	0	0	0	0	0	0	0
	Total	2	0	0	0	0	0	0	0	0	0	2
Tuancy (103)												
	Female	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
Vandalism (45)												
	Female	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



James H. Rodriguez Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

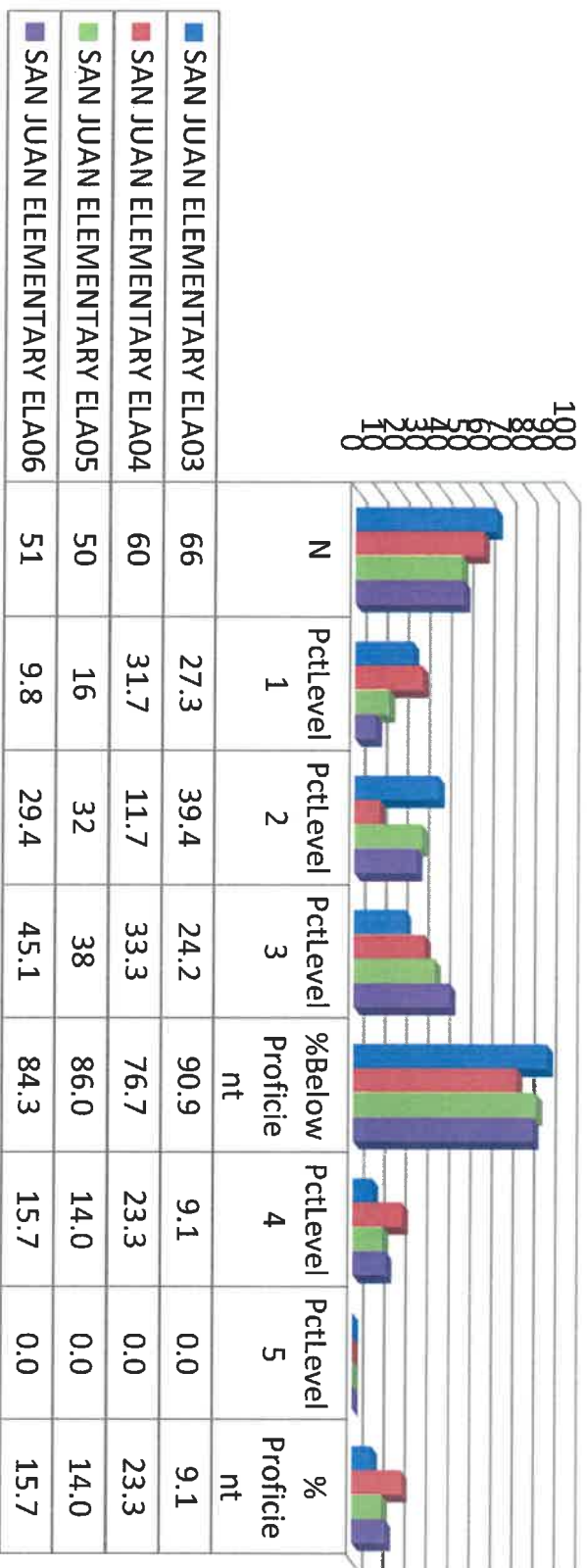
Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Al.	Native Hawaiian or	Other	Total
Weapons Possession, Blade (51)	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
Weapons Possession, Other (52)	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
Total	Female	27	0	0	0	0	8	0	0	35
	Male	74	0	0	0	2	2	0	0	78
	Total	101	0	0	0	2	10	0	0	113

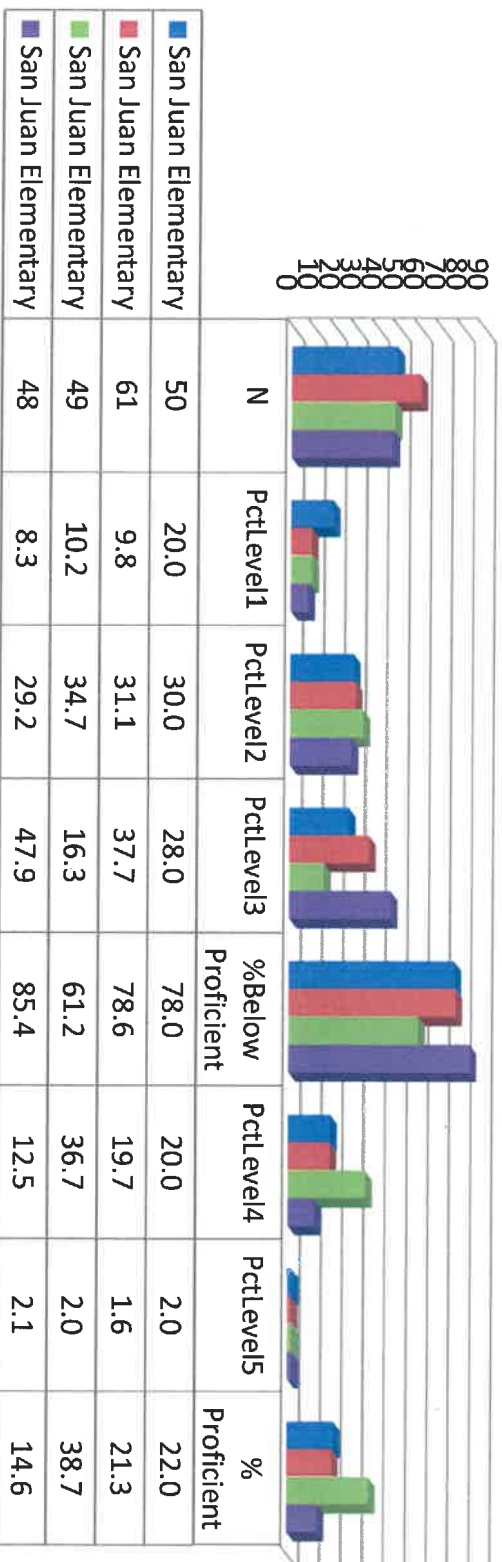
STUDENT PERFORMANCE
BY SCHOOL
(SAN JUAN ELEMENTARY)

2015 Through 2018

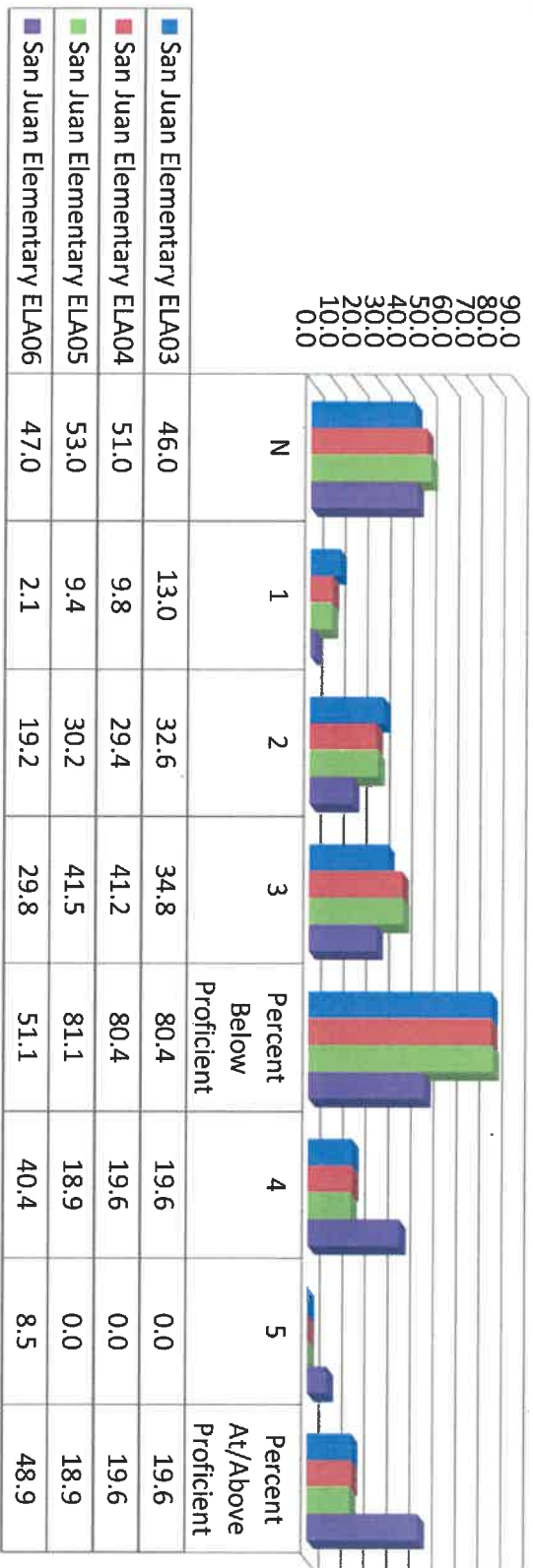
San Juan Elementary 2015



San Juan Elementary 2016



San Juan Elementary 2017





San Juan Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or c	Other			
Academic Dishonesty (111)	Female	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
Alcohol Violation-Dealing (55D)	Female	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
Alcohol Violation-Possession (55P)	Female	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
Alcohol Violation-Use (55U)	Female	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
Arson (44)	Female	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
Assault/Battery Knife/cutting object (2)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Assault/battery other dang weapon (3)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	1	0	0	0	2
	Total	1	0	0	0	0	0	1	0	0	0	2
Assault/battery with firearm (1)	Female	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
Assault/battery, hands, feet, fist/fight	Female	3	0	0	0	0	1	0	0	0	4	
	Male	8	0	0	2	3	3	0	0	0	16	
	Total	11	0	0	2	3	4	0	0	0	20	



San Juan Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total	
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Al.	Native Hawaiian or	Other				
Assault/battery, simple (5)													
	Female	2	0	0	0	0	0	1	0	0	0	0	3
	Male	7	0	0	0	1	0	2	0	0	0	0	10
	Total	9	0	0	0	1	0	3	0	0	0	0	13
Breaking/Entering/Larceny (42)													
	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Bullying (14)													
	Female	1	0	0	0	0	0	2	0	0	0	0	3
	Male	0	0	0	0	0	0	2	0	0	0	0	2
	Total	1	0	0	0	0	0	4	0	0	0	0	5
Criminal Damage (41)													
	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Dishonesty (108)													
	Female	1	0	0	0	0	0	0	0	0	0	0	1
	Male	1	0	0	0	0	0	0	0	0	0	0	1
	Total	2	0	0	0	0	0	0	0	0	0	0	2
Disorderly Conduct (13)													
	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	6	0	0	0	0	1	1	0	0	0	0	8
	Total	6	0	0	0	0	1	1	0	0	0	0	8
Disrespectful (104)													
	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Disruptive Conduct (105)													
	Female	0	0	0	0	0	0	2	0	0	0	0	2
	Male	7	0	0	0	0	1	2	0	0	0	0	10
	Total	7	0	0	0	0	1	4	0	0	0	0	12
Drug violation (54)													
	Female	1	0	0	0	0	0	0	0	0	0	0	1
	Male	3	0	0	0	0	0	0	0	0	0	0	3
	Total	4	0	0	0	0	0	0	0	0	0	0	4



San Juan Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total	
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or	Other				
Fighting (102)	Female	1	0	0	0	0	0	0	0	0	0	0	1
	Male	1	0	0	0	0	0	2	0	0	0	0	3
	Total	2	0	0	0	0	0	2	0	0	0	0	4
Gang related activity (53)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Graffiti (40)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Handgun possession (61)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Inappropriate Display of Affection (110)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Inappropriate Language, Displays, Images	Female	1	0	0	0	0	0	1	0	0	0	0	2
	Male	3	0	0	0	0	1	2	0	0	0	0	6
	Total	4	0	0	0	0	1	3	0	0	0	0	8
Instigation (112)	Female	1	0	0	0	0	0	0	0	0	0	0	1
	Male	3	0	0	0	0	0	0	0	0	0	0	3
	Total	4	0	0	0	0	0	0	0	0	0	0	4
Missing Property/Theft (43)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Multiple Firearms (64)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0



San Juan Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or c	Other			
Not in Uniform/Dress Code Violation (101)	Female	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
Other Delinquent Acts (113)	Female	0	0	0	0	0	1	0	0	0	1	0
	Male	1	0	0	0	0	2	0	0	0	3	0
	Total	1	0	0	0	0	3	0	0	0	4	0
Other Firearms Possession (63)	Female	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
Other vandalism (46)	Female	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
Other-General/Threat or Intimidation (11)	Female	1	0	0	0	0	0	0	0	0	1	0
	Male	0	0	0	0	0	0	0	0	0	0	0
	Total	1	0	0	0	0	0	0	0	0	1	0
Other-Homicide (7)	Female	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
Other-Kidnapping (non-parental) (8)	Female	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
Other-Robbery using force (9)	Female	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
Other-Self Injury (10)	Female	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



San Juan Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

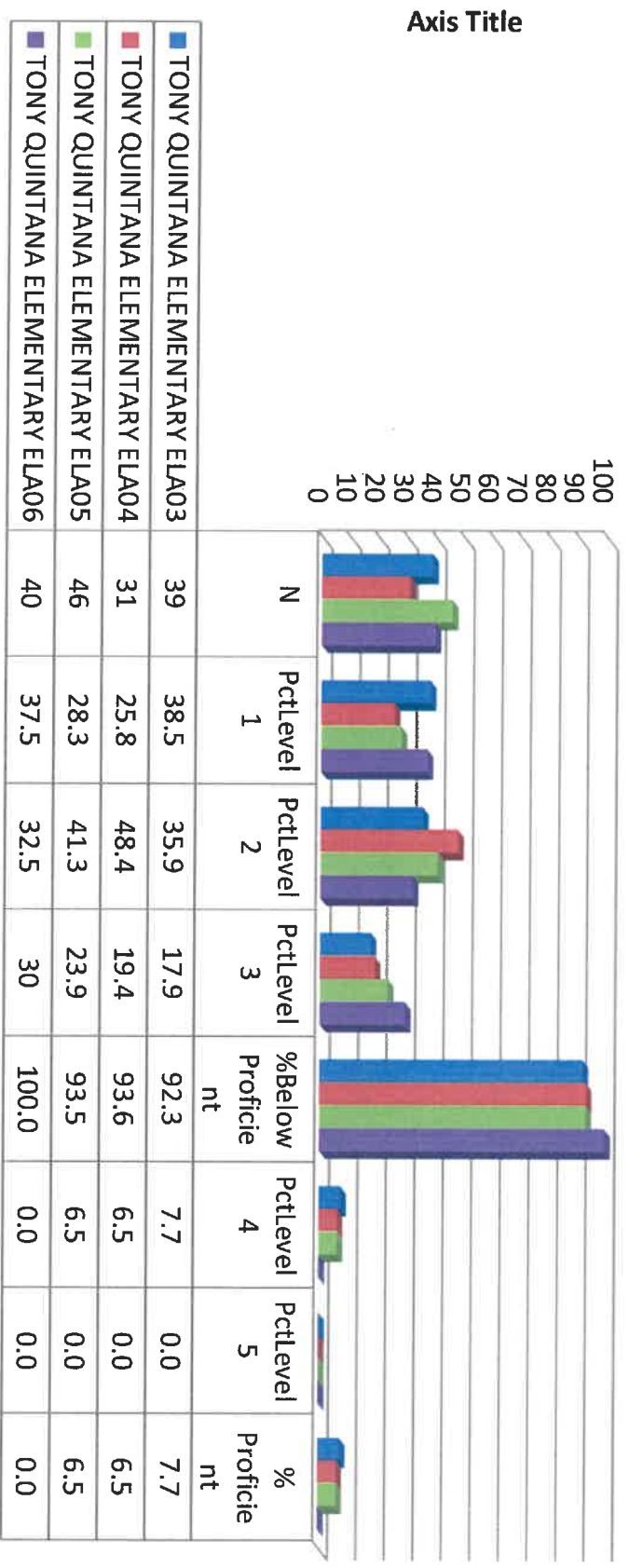
Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Alc-	Native Hawaiian or	Other			
Other-Sexual battery (6)												
	Female	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
Other-Weapons, Substance, Gang (57)												
	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	1	0	0	0	1
	Total	0	0	0	0	0	0	1	0	0	0	1
Refusal to Cooperate with School Personn												
	Female	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
Regulated Use of Electronic Devices (109)												
	Female	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
Rifle, shotgun possession (62)												
	Female	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
Sexual Harassment (12)												
	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	3	0	0	0	0	0	0	0	0	0	3
	Total	3	0	0	0	0	0	0	0	0	0	3
Tobacco Use (56)												
	Female	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
Tuancny (103)												
	Female	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
Vandalism (45)												
	Female	6	0	0	0	0	0	2	0	0	0	8
	Male	0	0	0	0	0	0	0	0	0	0	0
	Total	6	0	0	0	0	0	2	0	0	0	8

STUDENT PERFORMANCE
BY SCHOOL
(TQ/TONY QUINTANA ELEMENTARY)

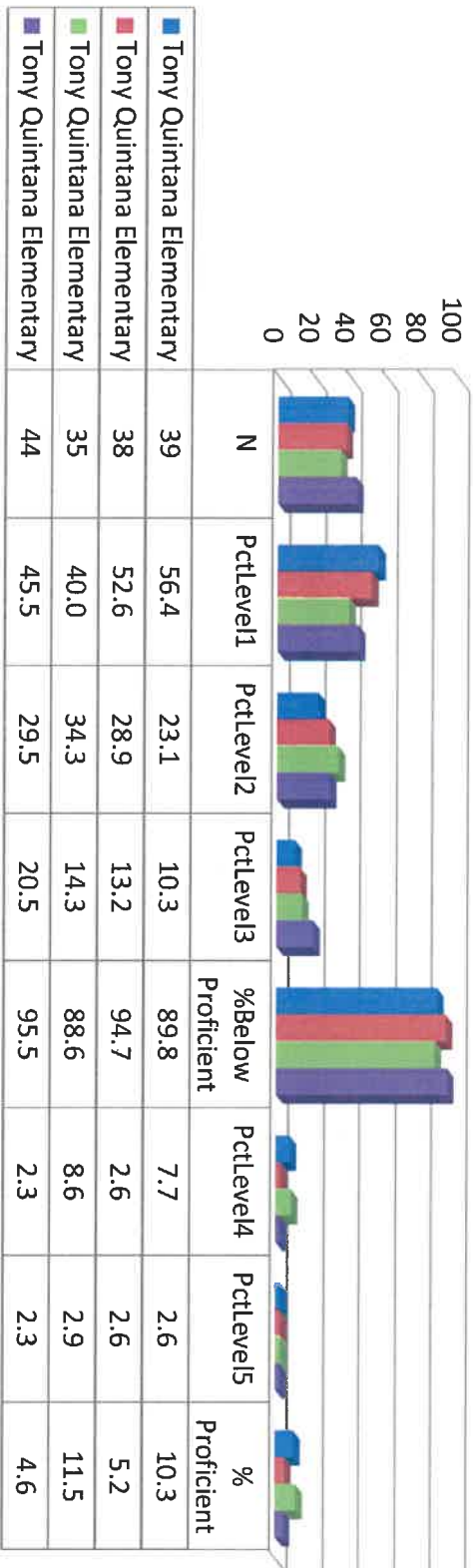
2015 Through 2018

Tony Quintana Elementary 2015

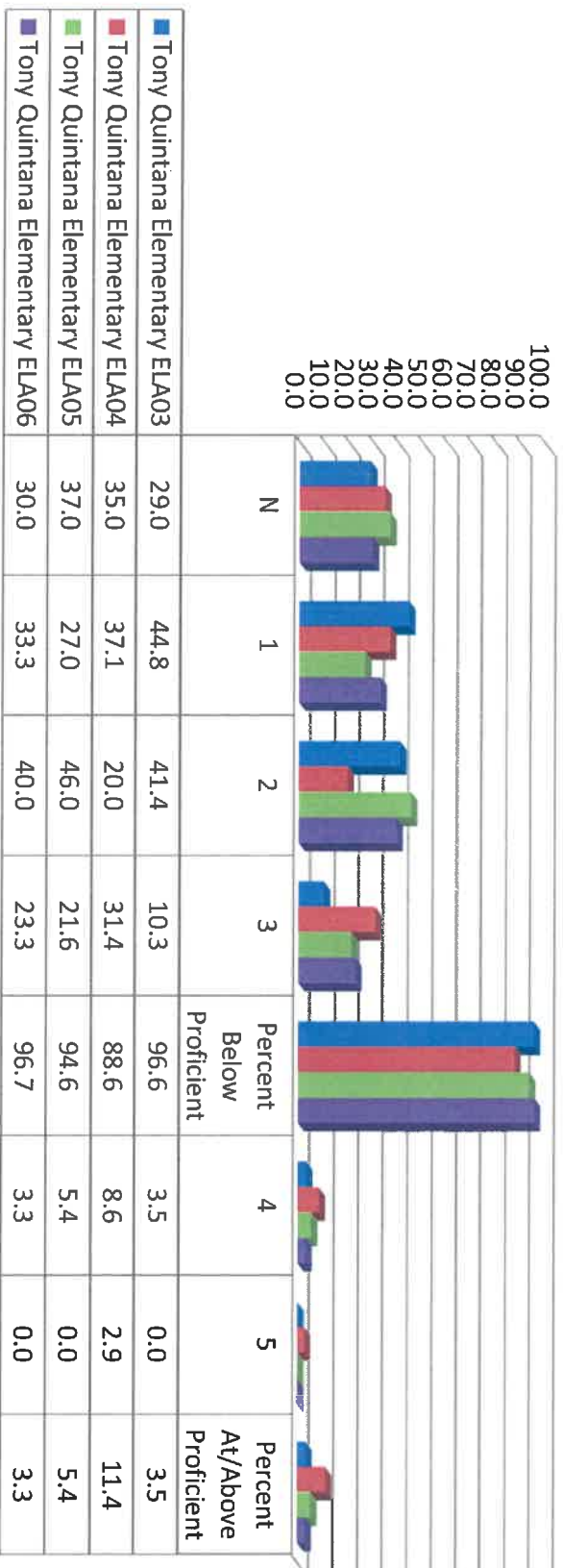


Axis Title

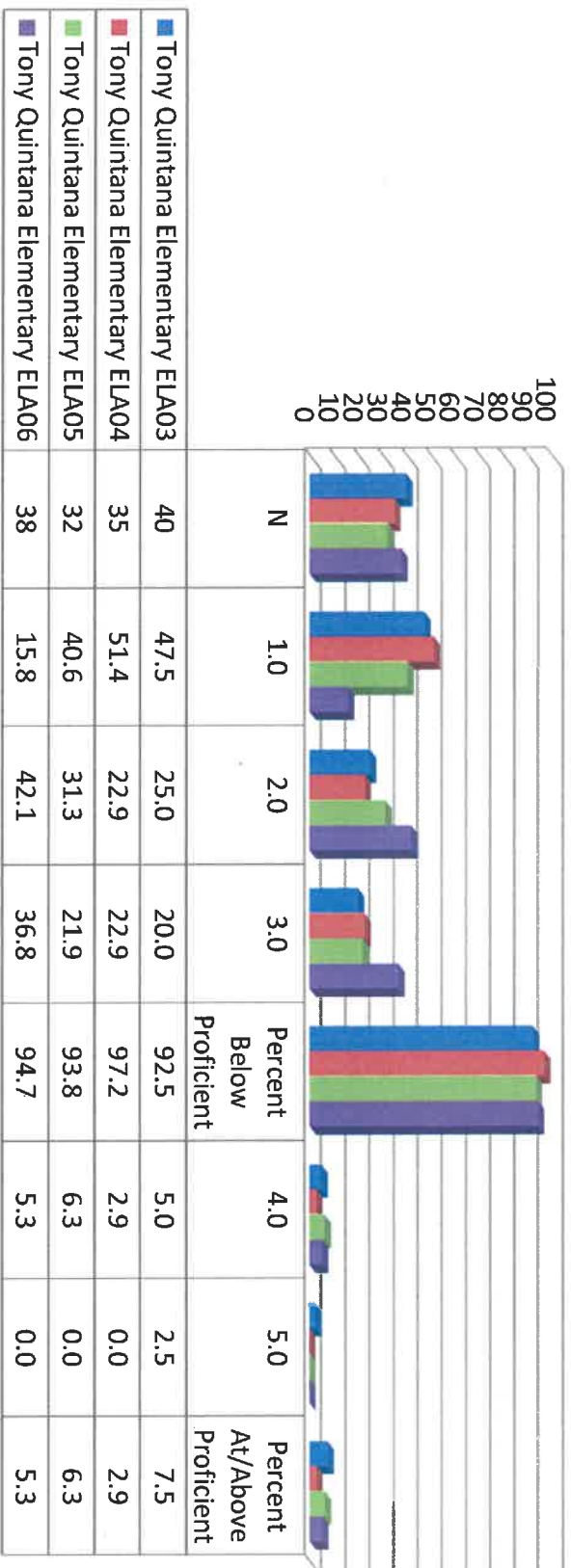
Tony Quintana Elementary 2016



Tony Quintana Elementary 2017



Tony Quintana Elementary 2018





Tony E. Quintana Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African-Amc.	Caucasian	American Indian/Alc.	Native Hawaiian or c	Other			
Academic Dishonesty (111)	Female	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
Alcohol Violation-Dealing (55D)	Female	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
Alcohol Violation-Possession (55P)	Female	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
Alcohol Violation-Use (55U)	Female	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
Arson (44)	Female	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
Assault/battery knife/cutting object (2)	Female	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
Assault/battery other dang weapon (3)	Female	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
Assault/battery with firearm (1)	Female	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
Assault/battery, hands, feet, fist/fight	Female	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



Tony E. Quintana Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total	
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other				
Assault/battery, simple (5)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Breaking/Entering/Larceny (42)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Bullying (14)	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	0
	Total	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	0	0	0
	Male	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
Dishonesty (108)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Disorderly Conduct (13)	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	7	0	0	0	0	0	0	0	0	0	0	7
	Total	7	0	0	0	0	0	0	0	0	0	0	7
Disrespectful (104)	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	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Disruptive Conduct (105)	Female	2	0	0	0	0	0	0	0	0	0	0	2
	Male	2	0	0	0	0	0	0	0	0	0	0	2
	Total	4	0	0	0	0	0	0	0	0	0	0	4
Drug violation (54)	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	0
	Total	0	0	0	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

Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or	Other	Total
Fighting (102)	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
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 Affection (110)	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 Language, Displays, Images	Female	0	0	0	1	0	0	0	0	1
	Male	3	0	0	0	0	0	0	0	3
	Total	3	0	0	1	0	0	0	0	4
Instigation (112)	Female	2	0	0	0	0	0	0	0	2
	Male	0	0	0	0	0	0	0	0	0
	Total	2	0	0	0	0	0	0	0	2
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



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

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Amc.	Caucasian	American Indian/Ala-	Native Hawaiian or c	Other			
Not in Uniform/Dress Code Violation (101)	Female	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
Other Delinquent Acts (113)	Female	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
Other Firearms Possession (63)	Female	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
Other vandalism (46)	Female	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
Other-General/Threat or Intimidation (11)	Female	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
Other-Homicide (7)	Female	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
Other-Kidnapping (non-parental) (8)	Female	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
Other-Robbery using force (9)	Female	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
Other-Self Injury (10)	Female	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



Tony E. Quintana Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Al.	Native Hawaiian or c	Other			
Other-Sexual battery (6)												
	Female	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
Other-Weapons, Substance, Gang (57)												
	Female	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
Refusal to Cooperate with School Person												
	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	13	0	0	0	0	0	0	0	0	0	13
	Total	13	0	0	0	0	0	0	0	0	0	13
Regulated Use of Electronic Devices (109)												
	Female	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
Rifle, shotgun possession (62)												
	Female	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
Sexual Harassment (12)												
	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Tobacco Use (56)												
	Female	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
Truancy (103)												
	Female	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
Vandalism (45)												
	Female	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



Tony E. Quintana Elementary School

Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

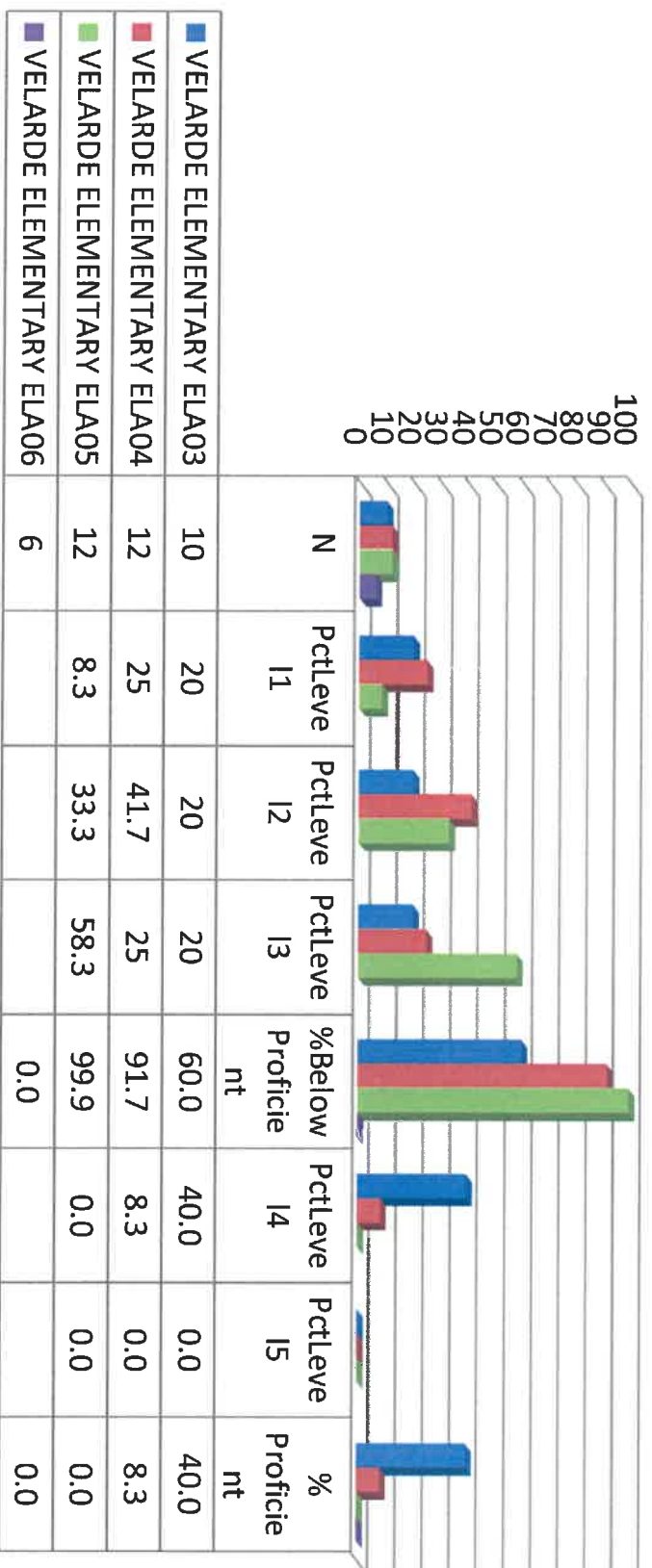
Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or	Other	Total
Weapons Possession, Blade (51)	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
Weapons Possession, Other (52)	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
Total	Female	4	0	0	1	0	0	0	0	5
	Male	30	0	0	0	0	0	0	0	30
	Total	34	0	0	1	0	0	0	0	35

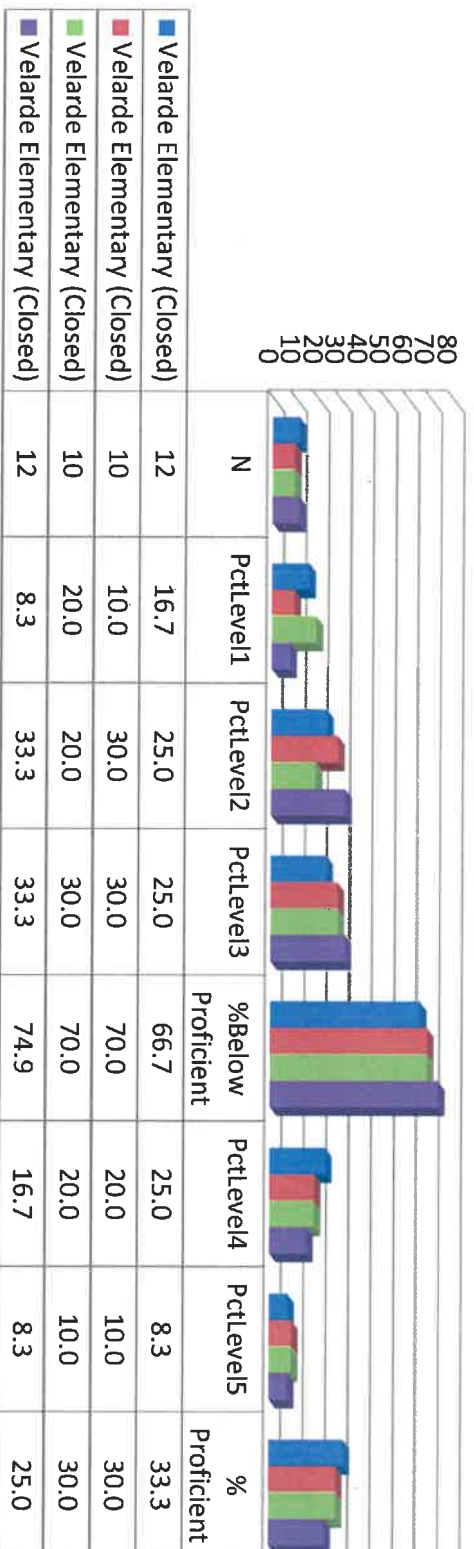
STUDENT PERFORMANCE
BY SCHOOL
(VELARDE ELEMENTARY)

2015 Through 2018

Velarde Elementary 2015



Velarde Elementary (Closed) 2016





Velarde Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity									Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or	Other		
Academic Dishonesty (111)	Female	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	0
Alcohol Violation-Dealing (55D)	Female	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	0
Alcohol Violation-Possession (55P)	Female	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	0
Alcohol Violation-Use (55U)	Female	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	0
Arson (44)	Female	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	0
Assault/battery knife/cutting object (2)	Female	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	0
Assault/battery other dang weapon (3)	Female	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	1
Assault/battery with firearm (1)	Female	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	0
Assault/battery, hands, feet, fist/fight	Female	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	0



Velarde Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian or c	Other			
Assault/battery, simple (5)	Female	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
Breaking/Entering/Larceny (42)	Female	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
Bullying (14)	Female	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
Criminal Damage (41)	Female	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
Dishonesty (108)	Female	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
Disorderly Conduct (13)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	3	0	0	0	0	0	0	0	0	0	3
	Total	3	0	0	0	0	0	0	0	0	0	3
Disrespectful (104)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Disruptive Conduct (105)	Female	0	0	0	0	0	0	0	0	0	0	0
	Male	1	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	0	0	0	0	1
Drug violation (54)	Female	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



**Velarde Elementary School
Discipline Summary by Ethnic Code**

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnic Code										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala.	Native Hawaiian or c	Other			
Fighting (102)	Female	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
Gang related activity (53)	Female	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
Graffiti (40)	Female	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
Handgun possession (61)	Female	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
Inappropriate Display of Affection (110)	Female	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
Inappropriate Language, Displays, Images	Female	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
Instigation (112)	Female	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
Missing Property/Theft (43)	Female	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
Multiple Firearms (64)	Female	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



Velarde Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Al.	Native Hawaiian or c	Other			
Not in Uniform/Dress Code Violation (101)	Female	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
Other Delinquent Acts (113)	Female	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
Other Firearms Possession (63)	Female	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
Other vandalism (46)	Female	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
Other-General/Threat or Intimidation (11)	Female	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
Other-Homicide (7)	Female	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
Other-Kidnapping (non-parental) (8)	Female	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
Other-Robbery using force (9)	Female	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
Other-Self Injury (10)	Female	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



Velarde Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Ethnicity										Total
		Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala.	Native Hawaiian or c	Other			
Other-Sexual battery (6)	Female	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
Other-Weapons, Substance, Gang (57)	Female	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
Refusal to Cooperate with School Person	Female	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
Regulated Use of Electronic Devices (109)	Female	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
Rifle, shotgun possession (62)	Female	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
Sexual Harassment (12)	Female	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
Tobacco Use (56)	Female	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
Truancy (103)	Female	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
Vandalism (45)	Female	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



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

Year: 2017-2018
 Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Alc.	Native Hawaiian/Alc.	Other	Total
Weapons Possession, Blade (51)	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
Weapons Possession, Other (52)	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
Total	Female	0	0	0	0	0	0	0	0	0
	Male	6	0	0	0	0	0	0	0	6
	Total	6	0	0	0	0	0	0	0	6

SCHOOL SAFETY

2. School Safety

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 and adjustments when needed.
- Train staff, faculty and students to assess, 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 in 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 school 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 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 ongoing 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 [PED's Safe Schools Tab](#) 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/>



"This is not intended as legal advice, should not serve as the basis for decision-making, and does not create an attorney-client relationship."

GRADUATION

3. Graduation

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**

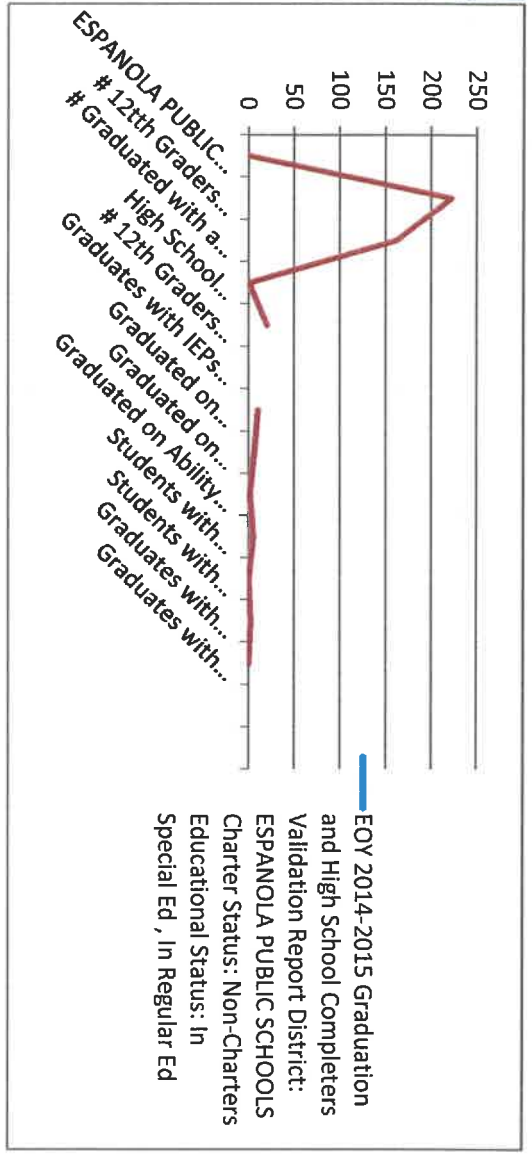
Charter Status: **Non-Charters**

Educational Status: **In Special Ed , In Regular Ed**



ESPANOLA PUBLIC SCHOOLS Summary		Number Students
# 12th Graders Enrolled		221
# Graduated with a Diploma		161
High School Completers (Certificate of Completion)		0
# 12th Graders Retained		20
Graduates with IEPs (Not Gifted)		
Graduated on Standard Option		10
Graduated on Career Option		6
Graduated on Ability Option		1
Students with Continuing IEP (C)		5
Students with Transition IEP (T)		0
Graduates with Continuing IEP (GC)		2
Graduates with Continuing IEP (GT)		0

graduation rate 72%



EOY 2015-2016 Graduation and High School Completers Validation Report

District: **ESPANOLA PUBLIC SCHOOLS**

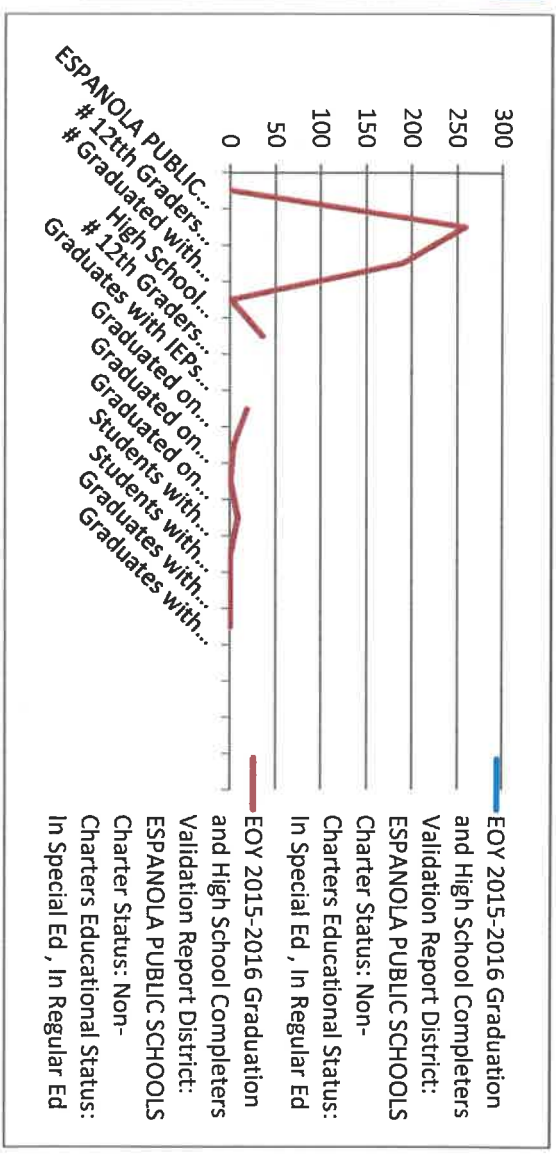
Charter Status: **Non-Charters**

Educational Status: **In Special Ed , In Regular Ed**



ESPANOLA PUBLIC SCHOOLS Summary		Number Students
# 12th Graders Enrolled		258
# Graduated with a Diploma		189
High School Completers (Certificate of Completion)		0
# 12th Graders Retained		35
Graduates with IEPs (Not Gifted)		
Graduated on Standard Option		18
Graduated on Career Option		3
Graduated on Ability Option		0
Students with Continuing IEP (C)		8
Students with Transition IEP (T)		0
Graduates with Continuing IEP (GC)		0
Graduates with Continuing IEP (GT)		0

grad rate : 73%



EOY 2016-2017 Graduation and High School Completers Validation Report

District: ESPANOLA PUBLIC SCHOOLS

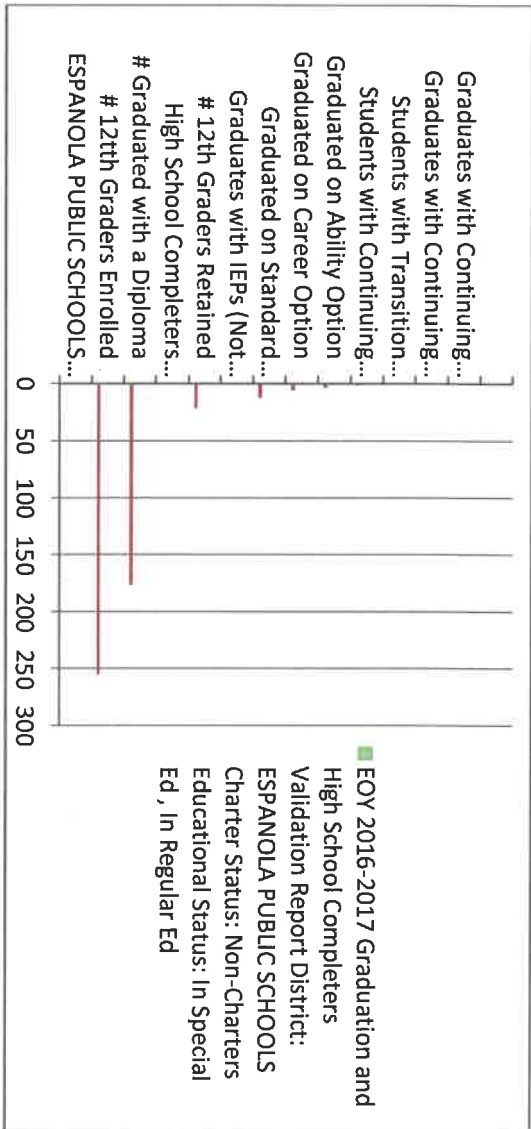
Charter Status: Non-Charters

Educational Status: In Special Ed , In Regular Ed



ESPANOLA PUBLIC SCHOOLS Summary		Number Students
# 12th Graders Enrolled		256
# Graduated with a Diploma		177
High School Completers (Certificate of Completion)		0
# 12th Graders Retained		22
Graduates with IEPs (Not Gifted)		
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

69%



EOY 2017-2018 Graduation and High School Completers Validation Report

District: **ESPANOLA PUBLIC SCHOOLS**

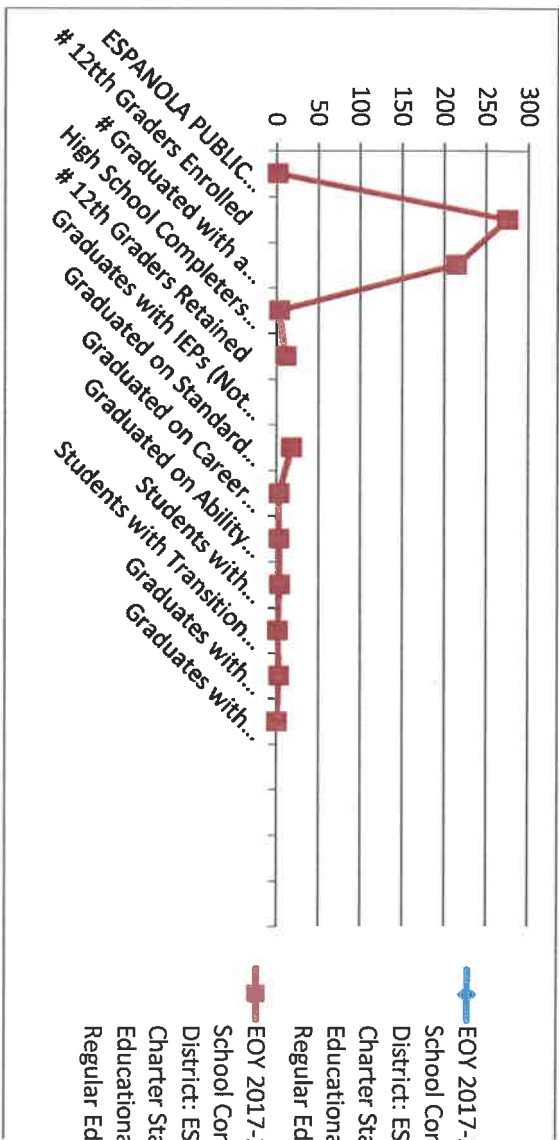
Charter Status: **Non-Charter**

Educational Status: **In Special Ed , In Regular Ed**



ESPANOLA PUBLIC SCHOOLS Summary		Number Students
# 12th Graders Enrolled		274
# Graduated with a Diploma		213
High School Completers (Certificate of Completion)		2
# 12th Graders Retained		10
Graduates with IEPs (Not Gifted)		
Graduated on Standard Option		17
Graduated on Career Option		2
Graduated on Ability Option		2
Students with Continuing IEP (C)		3
Students with Transition IEP (T)		1
Graduates with Continuing IEP (GC)		2
Graduates with Continuing IEP (GT)		0

274/0



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%.

o

ATTENDANCE

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 40th, 80th and 120th 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)
2. DAYS ENROLLED <= 0 or missing (Error *2 - See AYP Attendance Preview - Rolling Attendance - Detail for Students Records with errors)
3. 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)

SCHOOL YEAR	DISTR ICT CODE	LEGAL NAME	LOC LEGAL NAME	LOC ATTO N ID	Num Attendance	Missing Attendance	Num Periods	All Students Numerator	All Students Count	All Students Rate	Male Numerator	Male Count	Male Rate
2018-06-30	055	ESPANOLA PUBLIC SCHOOLS	ALL Schools	000	3667	44	3	3547,748064	3711	0.956008	1759,764487	1846	0.953285

* 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

Female Numerator	Female Count	Female Rate	Asian Numerator	Asian Count	Asian Rate	Black Numerator	Black Count	Black Rate	Caucasian Numerator	Caucasian Count	Caucasian Rate	Hispanic Numerator
1787.983577	1865	0.958704	31.2656	32	0.97705	12.379873	13	0.952297	195.114868	204	0.956445	3091.171317

eui.ped.state.nm.us/sites/stars/prod/Public Folders/escholar Framework - Verify/District and Location Reports/Assessment/Attendance.rdl

Run on: 7/20/2018 9:17:26 AM by: PEDEUI\054.ricardo.sanchez

Version: 2012-06-29

Hispanic Count	Hispanic Rate	Indian Numerator	Indian Count	Indian Rate	ELL Numerator	ELL Count	ELL Rate	Not ELL Numerator	Not ELL Count	Not ELL Rate	REP Numerator	REP Count	REP Rate
3234	0.955835	217.816406	228	0.955335	551.14606	578	0.953539	2996.602007	3133	0.956464	204.142559	212	0.962936

eui.ped.state.nm.us/sites/stars/prod/Public Folders/escholar Framework - Verify/District and Location Reports/Assessment/Attendance.rdl

Run on: 7/20/2018 9:17:26 AM by: PEDEUI\054.ricardo.sanchez
Version: 2012-06-29

Not REPNum erator	Not REPCo unt	Not REPRa te	FRLNum erator	FRLCo unt	FRLRa te	Not FRLNum erator	Not FRLCo unt	SPEDNum erator	SPEDCo unt	SPEDRa te	Not SPEDNum erator	Not SPEDCo unt
3343.605505	3499	0.955588	3530.9102	3692	0.956367	16.837836	19	462.916839	485	0.954467	3084.831225	3226

qui.ped.state.nm.us/sites/stars/stars/prod/Public Folders/escholar Framework - Verify/District and Location Reports/Assessment/Attendance.rdl

Run on: 7/20/2018 9:17:26 AM by: PEDEUI\054.ricardo.sanchez

Version: 2012-06-29

4 of

Not SPEDRate	Title INumerator	Title ICount	Title IRate	Not Title INumerator	Not Title ICount	Not Title IRate	Migrant Numerator	Migrant Count	Migrant Rate	Not Migrant Numerator	Not Migrant Count
0.96624	3473.474574	3618	0.960053	74.27349	93	0.798639	0	0	0	3547.748064	3711

Not Migrant Rate	Bilingual EDNumerator	Bilingual EDCount	Bilingual EDRate	Not Bilingual EDNumerator	Not Bilingual EDCount	Not Bilingual EDRate	Has Errors
0.956008	1741.924686	1818	0.958154	1805.823378	1893	0.953947	*1*2*4

Habitual Truant Students by

School Year: 2017-2018

District Organization Types: State District

Location Organization Types: Home School, Public

all



Best viewed in Excel

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

District Name	Dist Code	Location Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused 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

Location Organization Types: Public

Disabilities



Best viewed in Excel

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

District Name	Dist Code	Location Name	Enroll Count	Habitual Count	Percent Habitual	Unexcused Count
ESPANOLA PUBLIC SCHOOLS	055	** DISTRICT TOTAL	4,070.0	258.0	6.34%	459.0

A student is identified as Habitual Truant when the student has accumulated 10 or more days truant. Both half day (UNHD) and full day (UNFD) truancy are used in the Daily Attendance Template. Counts are based on the aggregation of unique stud

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 Name	Dist Code	Location Name	Loc ID	School	Enroll Count	Habitual	Percent Habitual	Unexcused 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
ESPAN	055	CARLOS F. VIGIL MIDDLE	019	MS	602.0	332.0	55.15%	542.0
ESPAN	055	CHIMAYO ELEMENTARY	039	ES	164.0	14.0	8.54%	112.0
ESPAN	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
ESPAN	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
ESPAN	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
ESPAN	055	TONY QUINTANA ELEMENTARY	145	ES	284.0	145.0	51.06%	258.0
ESPAN	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)

District	District Code	School	Location ID	Type	Rolling Number of reporting periods	Rolling Avg Attendance Percentage	Snapshot Students With Attendance Records	Snapshot Students Without Attendance Records ++	Grade Range Defined for School	Snapshot Grade Range Used	Snapshot Has Errors
ESPANOLA	055	ABIQUIU ELEMENTARY	005	Public	3	93.67%	119	0	KN06	KN06	
		ALCALDE ELEMENTARY	015	Public	3	99.69%	192	0	PK06	PK06	
		CARLOS F. VIGIL MIDDLE	019	Public	3	97.13%	528	0	0708	0708	
		CHIMAYO ELEMENTARY	039	Public	3	98.18%	127	0	KN06	KN06	
		DIXON ELEMENTARY	042	Public	3	99.05%	54	0	KN06	KN06	
		ESPANOLA VALLEY HIGH	050	Public	3	93.39%	905	0	0912	0912	
		EUTIMIO SALAZAR ELEMENTARY	053	Public	3	93.33%	414	0	PK06	PK06	
		HERNANDEZ ELEMENTARY	059	Public	3	95.89%	88	0	KN06	KN06	
		JAMES RODRIGUEZ ELEMENTARY	048	Public	3	96.41%	366	0	0106	0106	
		LOS NINOS ELEMENTARY	142	Public	3	91.14%	69	0	PKKN	PKKN	
		SAN JUAN ELEMENTARY	144	Public	3	95.20%	321	0	KN06	KN06	
		TONY QUINTANA ELEMENTARY	145	Public	3	92.35%	247	0	KN06	KN06	
		VELARDE ELEMENTARY	169	Public	3	93.73%	52	0	KN06	KN06	
							3482	0			

School Demographics

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

Grade Level(s): PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12



SCHOOL YEAR	DISTRICT CODE	DISTRICT NAME	LOCATION ID	SCHOOL NAME	SUB GROUP	SUB GROUP COUNT	SUB GROUP PERCENT	TOTAL STUDENT COUNT
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	All Students	119	100	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	Male	70	58.82	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	Female	49	41.18	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	Caucasian	7	5.88	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	Hispanic	111	93.28	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	African-American	0	0	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	Asian/Pacific	0	0	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	Native American	1	0.84	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	Economically Disadvantaged	119	100	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	Non Economically Disadvantaged	0	0	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	Students with Disabilities	22	18.49	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	Students without Disabilities	97	81.51	119
2017-2018	055	ESPANOLA	005	ABIQUIU ELEMENT	English Language Learners	11	9.24	119

School Demographics

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

Grade Level(s) : PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	005	ABIGUIU ELEMENT	Non English Language Learners	108	90.76	119
2017-2018	055	ESPANOLA	005	ABIGUIU ELEMENT	Title I - (T&S)	119	100	119
2017-2018	055	ESPANOLA	005	ABIGUIU ELEMENT	Title I - (T)	0	0	119
2017-2018	055	ESPANOLA	005	ABIGUIU ELEMENT	Title I - (S)	119	100	119
2017-2018	055	ESPANOLA	005	ABIGUIU ELEMENT	Migrant	0	0	119
2017-2018	055	ESPANOLA	005	ABIGUIU ELEMENT	K-3 Plus	0	0	119
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	All Students	206	100	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Male	98	47.57	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Female	108	52.43	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Caucasian	5	2.43	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Hispanic	197	95.63	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	African-American	2	0.97	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Asian/Pacific	0	0	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Native American	2	0.97	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Economically Disadvantaged	206	100	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Non Economically Disadvantaged	0	0	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Students with Disabilities	33	16.02	206



School Demographics



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

Grade Level(s) : PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Students without Disabilities	173	83.98	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	English Language Learners	24	11.65	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Non English Language Learners	182	88.35	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Title I - (T&S)	206	100	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Title I - (T)	0	0	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Title I - (S)	206	100	206
2017-2018	055	ESPANOLA	015	ALCALDE ELEMENT	Migrant	0	0	206
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	K-3 Plus	0	0	206
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	All Students	528	100	528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Male	271	51.33	528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Female	257	48.67	528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Caucasian	19	3.6	528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Hispanic	471	89.2	528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	African-American	0	0	528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Asian/Pacific	1	0.19	528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Native American	36	6.82	528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Economically Disadvantaged	528	100	528

School Demographics

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

Grade Level(s) : PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Non Economically Disadvantaged	0	0.528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Students with Disabilities	65	12.31 528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Students without Disabilities	463	87.69 528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	English Language Learners	56	10.61 528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Non English Language Learners	472	89.39 528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Title I - (T&S)	528	100.528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Title I - (T)	0	0.528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Title I - (S)	528	100.528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	Migrant	0	0.528
2017-2018	055	ESPANOLA	019	CARLOS F. VIGIL	K-3 Plus	0	0.528
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	All Students	127	100.127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Male	62	48.82 127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Female	65	51.18 127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Caucasian	0	0.127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Hispanic	124	97.64 127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	African-American	2	1.57 127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Asian/Pacific	0	0.127



School Demographics



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

Grade Level(s): PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Native American	1	0.79	127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Economically Disadvantaged	127	100	127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Non Economically Disadvantaged	0	0	127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Students with Disabilities	21	16.54	127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Students without Disabilities	106	83.46	127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	English Language Learners	15	11.81	127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Non English Language Learners	112	88.19	127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Title I - (T&S)	127	100	127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Title I - (T)	0	0	127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Title I - (S)	127	100	127
2017-2018	055	ESPANOLA	039	CHIMAYO ELEMENT	Migrant	0	0	127
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	K-3 Plus	0	0	127
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	All Students	54	100	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Male	28	51.85	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Female	26	48.15	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Caucasian	24	44.44	54

School Demographics

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

Grade Level(s): PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Hispanic	30	55.56	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	African-American	0	0	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Asian/Pacific	0	0	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Native American	0	0	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Economically Disadvantaged	54	100	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Non Economically Disadvantaged	0	0	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Students with Disabilities	11	20.37	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Students without Disabilities	43	79.63	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	English Language Learners	2	3.7	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Non English Language Learners	52	96.3	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Title I - (T&S)	54	100	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Title I - (T)	0	0	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Title I - (S)	54	100	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	Migrant	0	0	54
2017-2018	055	ESPANOLA	042	DIXON ELEMENTAR	K-3 Plus	10	0	54



School Demographics



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

Grade Level(s) : PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	All Students	905	100	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Male	451	49.83	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Female	454	50.17	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Caucasian	48	5.3	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Hispanic	790	87.29	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	African-American	3	0.33	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Asian/Pacific	10	1.1	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Native American	54	5.97	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Economically Disadvantaged	905	100	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Non Economically Disadvantaged	0	0	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Students with Disabilities	92	10.17	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Students without Disabilities	813	89.83	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	English Language Learners	128	14.14	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Non English Language Learners	777	85.86	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Title I - (T&S)	905	100	905

School Demographics



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

Grade Level(s): PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Title I - (T)	0	0	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Title I - (S)	905	100	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	Migrant	0	0	905
2017-2018	055	ESPANOLA	050	ESPANOLA VALLEY	K-3 Plus	0	0	905
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	All Students	434	100	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Male	220	50.69	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Female	214	49.31	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Caucasian	33	7.6	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Hispanic	386	88.94	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	African-American	1	0.23	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Asian/Pacific	5	1.15	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Native American	8	1.84	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Economically Disadvantaged	434	100	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Non Economically Disadvantaged	0	0	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Students with Disabilities	69	15.9	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Students without Disabilities	365	84.1	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	English Language Learners	94	21.66	434

School Demographics

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

Grade Level(s) : PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Non English Language Learners	340	78.34	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Title I - (T&S)	434	100	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Title I - (T)	0	0	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Title I - (S)	434	100	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	Migrant	0	0	434
2017-2018	055	ESPANOLA	053	EUTIMIO SALAZAR	K-3 Plus	0	0	434
2017-2018	055	ESPANOLA	059	HERNANDEZ ELEME	All Students	88	100	88
2017-2018	055	ESPANOLA	059	HERNANDEZ ELEME	Male	44	50	88
2017-2018	055	ESPANOLA	059	HERNANDEZ ELEME	Female	44	50	88
2017-2018	055	ESPANOLA	059	HERNANDEZ ELEME	Caucasian	4	4.55	88
2017-2018	055	ESPANOLA	059	HERNANDEZ ELEME	Hispanic	82	93.18	88
2017-2018	055	ESPANOLA	059	HERNANDEZ ELEME	African-American	1	1.14	88
2017-2018	055	ESPANOLA	059	HERNANDEZ ELEME	Asian/Pacific	0	0	88
2017-2018	055	ESPANOLA	059	HERNANDEZ ELEME	Native American	1	1.14	88
2017-2018	055	ESPANOLA	059	HERNANDEZ ELEME	Economically Disadvantaged	88	100	88
2017-2018	055	ESPANOLA	059	HERNANDEZ ELEME	Non Economically Disadvantaged	0	0	88
2017-2018	055	ESPANOLA	059	HERNANDEZ ELEME	Students with Disabilities	6	6.82	88



School Demographics



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

Grade Level(s) : PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

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

School Demographics



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

Grade Level(s) : PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	048	JAMES RODRIGUEZ	Non Economically Disadvantaged	0	0	366
2017-2018	055	ESPANOLA	048	JAMES RODRIGUEZ	Students with Disabilities	47	12.84	366
2017-2018	055	ESPANOLA	048	JAMES RODRIGUEZ	Students without Disabilities	319	87.16	366
2017-2018	055	ESPANOLA	048	JAMES RODRIGUEZ	English Language Learners	44	12.02	366
2017-2018	055	ESPANOLA	048	JAMES RODRIGUEZ	Non English Language Learners	322	87.98	366
2017-2018	055	ESPANOLA	048	JAMES RODRIGUEZ	Title I - (T&S)	366	100	366
2017-2018	055	ESPANOLA	048	JAMES RODRIGUEZ	Title I - (T)	0	0	366
2017-2018	055	ESPANOLA	048	JAMES RODRIGUEZ	Title I - (S)	366	100	366
2017-2018	055	ESPANOLA	048	JAMES RODRIGUEZ	Migrant	0	0	366
2017-2018	055	ESPANOLA	048	JAMES RODRIGUEZ	K-3 Plus	0	0	366
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	All Students	144	100	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Male	83	57.64	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Female	61	42.36	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Caucasian	4	2.78	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Hispanic	133	92.36	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	African-American	0	0	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Asian/Pacific	2	1.39	144

School Demographics



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

Grade Level(s) : PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Native American	5	3.47	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Economically Disadvantaged	144	100	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Non Economically Disadvantaged	0	0	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Students with Disabilities	63	43.75	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Students without Disabilities	81	56.25	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	English Language Learners	25	17.36	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Non English Language Learners	119	82.64	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Title I - (T&S)	144	100	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Title I - (T)	0	0	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Title I - (S)	144	100	144
2017-2018	055	ESPANOLA	142	LOS NINOS ELEME	Migrant	0	0	144
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	K-3 Plus	0	0	144
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	All Students	321	100	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Male	141	43.93	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Female	180	56.07	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Caucasian	10	3.12	321

School Demographics



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

Grade Level(s) : PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Hispanic	232	72.27	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	African-American	0	0	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Asian/Pacific	0	0	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Native American	79	24.61	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Economically Disadvantaged	321	100	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Non Economically Disadvantaged	0	0	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Students with Disabilities	36	11.21	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Students without Disabilities	285	88.79	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	English Language Learners	57	17.76	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Non English Language Learners	264	82.24	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Title I - (T&S)	321	100	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Title I - (T)	0	0	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Title I - (S)	321	100	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	Migrant	0	0	321
2017-2018	055	ESPANOLA	144	SAN JUAN ELEMEN	K-3 Plus	0	0	321

School Demographics



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

Grade Level(s): PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

2017-2018	055	ESPANOLA	145	TONY QUINTANA E	All Students	247	100	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Male	118	47.77	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Female	129	52.23	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Caucasian	15	6.07	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Hispanic	222	89.88	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	African-American	2	0.81	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Asian/Pacific	3	1.21	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Native American	5	2.02	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Economically Disadvantaged	247	100	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Non Economically Disadvantaged	0	0	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Students with Disabilities	34	13.77	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Students without Disabilities	213	86.23	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	English Language Learners	58	23.48	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Non English Language Learners	189	76.52	247
2017-2018	055	ESPANOLA	145	TONY QUINTANA E	Title I - (T&S)	247	100	247

School Demographics



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

Grade Level(s): PK,KN,KF,01,02,03,04,05,06,07,08,09,10,11,12

Year	Grade	School	Location	Non English Language Learners	Count	Percentage
2017-2018	055	ESPANOLA	VELARDE ELEMENT		42	80.77
2017-2018	055	ESPANOLA	VELARDE ELEMENT	Title I - (T & S)	52	100.52
2017-2018	055	ESPANOLA	VELARDE ELEMENT	Title I - (T)	0	0.52
2017-2018	055	ESPANOLA	VELARDE ELEMENT	Title I - (S)	52	100.52
2017-2018	055	ESPANOLA	VELARDE ELEMENT	Migrant	0	0.52
2017-2018	055	ESPANOLA	VELARDE ELEMENT	K-3 Plus	0	0.52

Mobility Report

School Year: 2017-2018

FOR BEST RESULTS EXPORT REPORT TO EXCEL



District	Location	Mobility	E-1	E-2	R-1	R-2	R-3	W-1	W-	W-3	W-4	W-5	W-6	W-7	W 8	W	W-	W-	W-	W-	W-15	W-	W-	W-18	W-21	W-23	W-24	W-81	WD	WG	WC
ESPA	District	0.266	4386	40	152	99	26	683	67	194	25	14	3	2	22	0	0	0	0	0	0	0	0	0	0	0	0	41	2	4	0

Mobility Report District Review



FOR BEST RESULTS EXPORT REPORT TO EXCEL

SCHOOL YEAR	DISTRICT NAME	DISTRICT ENROLLMENT	Mobility Rate	E 1	E 2	R 1	R 2	R 3	W 1	W 2	W 3	W 4	W 5	W 6	W 7	W 8	W 11	W 81	WD	WG
6/30/2018	ESPANOLA	3658	0.266	4386	40	152	99	26	683	67	194	25	14	3	2	#	0	41	2	4

/eui.ped.state.nm.us/sites/stars/prod/Public Folders/escholar Framework - Verify/District and Location Reports/Mobility and Truancy/Mobility Report district review.rdl
 Run on: 7/20/2018 10:16:25 AM by: PEDEUI\054.ricardo.sanchez

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, Mescalero Apache, Navajo,

Location Organization Type: Public

Location Status: CHANGED AGENCY, CLOSED, CLOSEDGT1Y,

District	District	Location	Location	Race	Tribal	Home Language	Student
055	ESPANOLA PUBLIC SCHOOLS	079	CARLOS F. VIGIL MIDDLE	American Indian/Alaskan Native	Ohkay Owingeh Santa	Tewa Keres	1
			CARLOS F. VIGIL MIDDLE Student Total:			11	
			050	ESPANOLA VALLEY HIGH	American Indian/Alaskan Native	Ohkay Owingeh Santa Clara Santa	Tewa Tewa Tewa
ESPANOLA VALLEY HIGH Student Total:			25				
144	SAN JUAN ELEMENTARY	144	American Indian/Alaskan Native	Ohkay Owingeh (formerly)	Tewa	10	
			SAN JUAN ELEMENTARY Student Total:			10	
ESPANOLA PUBLIC SCHOOLS Student Total:			46				
Student Total:							46



San Juan Elementary School Discipline Summary by Ethnic Code

08/14/2017 - 05/25/2018

Year: 2017-2018
Report: IDS602

Description	Gender	Hispanic	Two or More	Asian	Black or African Am.	Caucasian	American Indian/Ala-	Native Hawaiian or c	Other	Total
Weapons Possession, Blade (51)	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	2	0	0	2
	Total	0	0	0	0	0	2	0	0	2
Weapons Possession, Other (52)	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
Total	Female	18	0	0	0	0	10	0	0	28
	Male	45	0	0	3	6	20	0	0	74
	Total	63	0	0	3	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 2nd 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.

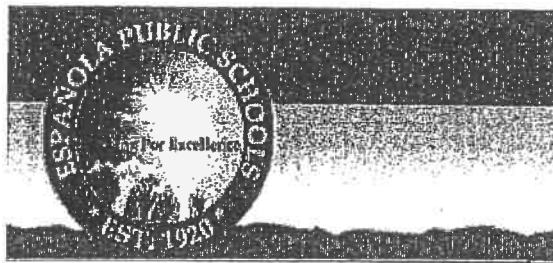
Conclusion. Students are appointed to the IEC Committee both from the middle school and high school as representatives for the student body. Due to life's constraints students are not always present at meetings. Our answer was to meet with the students in class with our IEC members. We will continue 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. Roll Call.....Kira Abeyta, Indian Ed. Specialist
- d. Introductions.....Joline Martinez
- e. Approval of Agenda.....Aileen approved, Gina 2nd

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 rubric.

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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FINANCIAL REPORT

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.



IMPACT AID PAYMENT BREAKDOWN

SCHOOL DISTRICT: **Espanola**

FEDERAL FISCAL YEAR 2018

VOUCHER NUMBER: 2018-1

VOUCHER DATE: 12/3/2017

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

AMOUNT: **\$47,665.75**

INDIAN ADD-ON BREAKDOWN:

	FED ADA x	WEIGHT =	WEIGHTED FED STU UNIT x	\$5,849	INDIAN ADD-ON MAXIMUM		Prorated LOT	\$41,815.75
(a)(2) IND	154.80	0.25	38.70	LCR x LOTMOD =	7.39%	\$16,726.30	20%	\$8,363.15
				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	\$5,850.00
TOTAL SPED ADD-ON			\$5,850.00
LESS Previous Transfers for FY:			\$0.00
TOTAL THIS PAYMENT - 100%:			\$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



IMPACT AID PAYMENT BREAKDOWN

SCHOOL DISTRICT: **Espanola**

FEDERAL FISCAL YEAR 2018

VOUCHER NUMBER: 2018-2

VOUCHER DATE: 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 ADA x	WEIGHT =	WEIGHTED FED STU UNIT x		INDIAN ADD-ON MAXIMUM			Prorated LOT	\$66,723.27
	154.80	0.25	38.70	\$5,841	7.38%	\$16,680.82		20%	\$13,344.65
(a)(2) IND					LCR x LOTMOD =				
					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	\$5,850.00
TOTAL SPED ADD-ON			\$5,850.00
LESS Previous Transfers for FY:			\$5,850.00
TOTAL THIS PAYMENT - 100%:			\$0.00

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, 21st 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.

Career and College Readiness Bureau

District Location CTE Course Listing



School Year: 2017-2018

District Legal Name	Location Legal Name	District Code	Location ID	Course	Course Name	Student Count
ESPANOLA PUBLIC SCHOOLS	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	Yearbook	0
ESPANOLA PUBLIC SCHOOLS	CARLOS F. VIGIL MIDDLE	055	019	2111	Introduction to ROTC	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	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 SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0151	Intro Agricultural Mechanics	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0154	Agricultural Power and Machinery	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0199	Agriculture-Other	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0221	Introductory Business	0

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

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

Career and College Readiness Bureau

District Location CTE Course Listing



School Year: 2017-2018

ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0226	General Business	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0227	Business/Marketing/Finance II	13
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0228	Personal and Business Finance	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0229	Word Processing for Business	54
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0231	Financial Spreadsheets	54
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0240	Business Communications	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0261	Hospitality and Tourism	17
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0265	Hotel Management I	28
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0266	Hotel/Lodging Management II	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0297	Business Work Experience/Co-op	95
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0299	Business Other	37
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0315	Computer Graphics	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0316	Computing Systems	0

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

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

Career and College Readiness Bureau

District Location CTE Course Listing



School Year: 2017-2018

ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0318	Network Technology	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0327	AP Computer Science A	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0504	Nutrition	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0508	Culinary Arts	89
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0519	Child Care/Work Experience	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0528	Hospitality/Tourism/Recreation	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0532	ProStart I	33
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0533	ProStart II	28
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0539	ProStart Internship	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0550	Child and Human Development	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0599	Family/Consumer Science Other	34
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0912	Automotive Technology-	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0913	Topics in Automotive Technology	0

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

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

Career and College Readiness Bureau

District Location CTE Course Listing



School Year: 2017-2018

ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	0999	Transportation Tech-Other	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1111	Introduction to the Theater	49
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1113	Drama-Acting/Performance	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1155	Drawing 2	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1156	Painting 1	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1166	Textiles	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1171	Photography	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1172	Film/Videotape	87
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1175	Computer Assisted Art	129
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1176	Digital Film Production II	30
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1177	Digital Film Production III	7
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1178	Digital Film Production IV	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1180	Intro to Media Arts	0

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

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

Career and College Readiness Bureau

District Location CTE Course Listing



School Year: 2017-2018

ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1499	Health Education-Other	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1514	Medical Office	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1517	Emergency Medical Technician	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1540	Sports Medicine	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1695	Technology Education-Related	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1806	Marketing-Other Specialization	44
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1902	Journalism	0
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1903	Yearbook	21
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1904	Editor	4
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	1999	Mass Communication-Other	20
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	2111	Introduction to ROTC	74
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	2112	Military ROTC	63
ESPANOLA PUBLIC SCHOOLS	ESPANOLA VALLEY HIGH	055	050	2599	Public Protective Social Services-Other	0

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

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

Staff by Race Ethnicity, Tribal Affiliation and Licensure



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 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

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

Assignment Category: Administrator, Educational Assistant, Healthcare, Media Specialist, Non-Certified Personnel, Other

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

Dist Cd	District Name	Loc ID	Location Name	Staff Name	Race or Ethnicity	Tribal Affiliation	email	Lic#	Lic Cd	Lic Type	Lic Category	Lic Lvl	Lic Level	Endorsement Code	Endorsement	Lic Expiration Date	Assignment Category	Assign Code	Assignment
055	ESPAÑOLA A PUBLIC SCHOOL	015	ALCALDE ELEMENTARY	Cata, Maria	American Indian/Alaskan Native	Santa Clara	maria.cata@k12espanola.org	313090	702	PRE K-12 PROFESSIONAL SCHOOL NURSE	INSTRUCTIONAL SUPPORT PROVIDER	2	LEVEL TWO	N/A	Not Applicable	6/30/2026	Healthcare	70	Nurse (RN)
ALCALDE ELEMENTARY Staff Total:																			
019	CARLOS F. VIGIL MIDDLE			Cata, Brandon	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)	brandon.cata@k12espanola.org	374306	620	PRE K-12 NATIVE LANGUAGE AND CULTURE	NATIVE LANGUAGE & CULTURE	1	LEVEL ONE	N/A	Not Applicable	6/30/2019	Other Personnel	108	Native American language & Social Worker General Education
				Leyba, Marie	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)	marie.leyba@k12espanola.org	292971	601	PRE K-12 SCHOOL SOCIAL WORKER	INSTRUCTIONAL SUPPORT PROVIDER	3	LEVEL THREE	N/A	Not Applicable	6/30/2023	Other Personnel	08	
CARLOS F. VIGIL MIDDLE Staff Total:																			
042	DIXON ELEMENTARY			Abeysa, Johnny	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)	johnny.abeyasa@k12espanola.org	224321	600	PRE K-12 SPECIALTY AREA	TEACHER	2	LEVEL TWO	05	Physical Education	6/30/2020	Teacher	21	Elementary Teacher
				Cata, Maria	American Indian/Alaskan Native	Santa Clara	maria.cata@k12espanola.org	313090	702	PRE K-12 PROFESSIONAL SCHOOL NURSE	INSTRUCTIONAL SUPPORT PROVIDER	2	LEVEL TWO	N/A	Not Applicable	6/30/2026	Healthcare	70	Nurse (RN)
DIXON ELEMENTARY Staff Total:																			
050	ESPAÑOLA VALLEY HIGH			Abeysa, Johnny	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)	johnny.abeyasa@k12espanola.org	224321	600	PRE K-12 SPECIALTY AREA	TEACHER	2	LEVEL TWO	05	Physical Education	6/30/2020	Other Personnel	81	Athletic
				Casias, John	American Indian/Alaskan Native	Zia	john.casias@k12espanola.org	274970	300	6-12 SECONDARY COACH	OTHER	1	LEVEL ONE	N/A	Not Applicable	6/30/2019	Other Personnel	81	Athletic
				Cata, Brandon	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)	brandon.cata@k12espanola.org	374306	620	PRE K-12 NATIVE LANGUAGE AND CULTURE	NATIVE LANGUAGE & CULTURE	1	LEVEL ONE	N/A	Not Applicable	6/30/2019	Other Personnel	108	Native American language & Social Worker General Education
ESPAÑOLA VALLEY HIGH Staff Total:																			

Staff by Race Ethnicity, Tribal Affiliation and Licensure



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 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

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

Assignment Category: Administrator, Educational Assistant, Healthcare, Media Specialist, Non-Certified Personnel, Other

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

Staff ID	Name	Race Ethnicity	Tribal Affiliation	Location	Organization Type	Status	Assignment Category	License Category	Level	Position	Count	Staff Type		
059	Leyba, Marie	American Indian/Alaskan Native	Ohkay	marie.leyba@k12espando.org	292971	601	PRE K-12 SCHOOL SOCIAL WORKER	INSTRUCTIONAL SUPPORT PROVIDER	LEVEL THREE	N/A	Not Applicable	6/30/2023, Other Personnel	08	Social Worker General Education Athletic Coach
	Marquez, Kaylina	American Indian/Alaskan Native	Ohkay	kaylina.marquez@k12espando.org	381242	501	7-12 ATHLETIC COACH	OTHER	LEVEL ONE	N/A	Not Applicable	6/30/2020, Other Personnel	81	Athletic Coach
	Romero, Adam	American Indian/Alaskan Native	Ohkay	adam.romero@k12espando.org	272652	502	PRE K-12 EDUCATIONAL ASSISTANT	SUPPORT PROVIDER	LEVEL THREE	N/A	Not Applicable	6/30/2023, Educational Assistant	34	SpEd Instructional Assistant
	Herrandez, Maxine	American Indian/Alaskan Native	Ohkay	maxine.abeyta@k12espando.org	256063	100	PRE K-12 ADMINISTRATIVE	ADMINISTRATOR	LEVEL THREE-B	N/A	Not Applicable	6/30/2022, Teacher	21	Elementary Teacher
142	Abeyta, Johnny	American Indian/Alaskan Native	Ohkay	johnny.abeyta@k12espando.org	224321	500	PRE K-12 SPECIALTY AREA	TEACHER	LEVEL TWO	05	Physical Education	6/30/2020, Teacher	21	Elementary Teacher
	Abeyta, Wanda	American Indian/Alaskan Native	Ohkay	wanda.abeyta@k12espando.org	382466	502	PRE K-12 EDUCATIONAL ASSISTANT	SUPPORT PROVIDER	LEVEL THREE	N/A	Not Applicable	6/30/2026, Teacher	25	Teacher Preschool Teacher
	Abeyta, Wanda	American Indian/Alaskan Native	Ohkay	wanda.abeyta@k12espando.org	382466	503	PRE K-12 EDUCATIONAL ASSISTANT	SUPPORT PROVIDER	LEVEL ONE	N/A	Not Applicable	6/30/2020, Teacher	25	Preschool Teacher
	LOS NINOS ELEMENTARY Staff Total:												2	
144	Archuleta, Bianca	American Indian/Alaskan Native	Ohkay	bianca.archuleta@k12espando.org	316366	100	PRE K-12 ADMINISTRATIVE	ADMINISTRATOR	4-YEAR PROVISION	N/A	Not Applicable	6/30/2018, Teacher	21	Elementary Teacher
	Naranjo, Stephen	American Indian/Alaskan Native	Ohkay	stephen.naranjo@k12espando.org	323157	200	K-8 ELEMENTARY	TEACHER	LEVEL TWO	N/A	Not Applicable	6/30/2027, Teacher	97	Elementary General Special
SAN JUAN ELEMENTARY Staff Total:												2		

Staff by Race Ethnicity, Tribal Affiliation and Licensure



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, Nambé, Navajo, Picuris, Pojoaque, 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

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

Assignment Category: Administrator, Educational Assistant, Healthcare, Media Specialist, Non-Certified Personnel, Other

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

Staff ID	Staff Name	Race Ethnicity	Tribal Affiliation	Location	Assignment Category	License Category	Grade	Level	Position	Start Date	End Date	Staff Count	Category
400		Native			PRE K-12 SPECIAL EDUCATION	TEACHER	2	LEVEL TWO	Not Applicable	6/30/2027		97	General Special Education
502		American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)		PRE K-12 EDUCATIONAL ASSISTANT	SUPPORT PROVIDER	3	LEVEL THREE	Not Applicable	6/30/2022	Teacher	97	General Special Education
600	Talachy, Leona	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)		PRE K-12 SCHOOL COUNSELOR	INSTRUCTIONAL SUPPORT PROVIDER	3	LEVEL THREE	Not Applicable	6/30/2023	School Counselor	69	Elementary School Counselor
502	Wright, Jessica	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)		PRE K-12 EDUCATIONAL ASSISTANT	SUPPORT PROVIDER	3	LEVEL THREE	Not Applicable	6/30/2025	Other Personnel	108	Native American language & Native American language &
520		American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)		PRE K-12 NATIVE LANGUAGE AND CULTURE	NATIVE LANGUAGE & CULTURE	2	LEVEL TWO	Not Applicable	6/30/2025	Other Personnel	108	Native American language &
SAN JUAN ELEMENTARY Staff Total:													
169		American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)		PRE K-12 SPECIAL EDUCATION	TEACHER	2	LEVEL TWO	Physical Education	6/30/2020	Teacher	21	Elementary Teacher
501		American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)		7-12 ATHLETIC COACH	OTHER	1	LEVEL ONE	Not Applicable	6/30/2019	Teacher	21	Elementary Teacher
702	Cata, Maria	American Indian/Alaskan Native	Santa Clara		PRE K-12 PROFESSIONAL SCHOOL NURSE	INSTRUCTIONAL SUPPORT PROVIDER	2	LEVEL TWO	Not Applicable	6/30/2026	Healthcare	70	Elementary Teacher Nurse (RN)
VELARDE ELEMENTARY Staff Total:													
ESPANOLA PUBLIC SCHOOLS Staff Total:													
												Staff Total:	13

Staff by Race Ethnicity, Tribal Affiliation and Licensure

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 Felipe, San Ildefonso, Ohkay Owingeh (formerly San Juan), Sandia, Santa Ana, Santa Clara, Santa Domingo, Taos, Tesuque, Location Organization Type: Central Office, Public

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

Assignment Category: Administrator, Educational Assistant, Healthcare, Media Specialist, Non-Certified Personnel, Other

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

Dist Cd	District Name	Loc ID	Location Name	Staff Name	Race or Ethnicity	Tribal Affiliation	Email	Lic#	Lic Typ	Lic Type	Lic Category	Lic Lvl	Lic Level	Endors g-ment	Endorsement	Lic Expiration Date	Assignment Category	Assign Code	Assignment
055	ESPANOLA PUBLIC SCHOOLS	015	ALCALDE ELEMENTARY	Cata, Maria	American Indian/Alaskan Native	Santa Clara	maria.cata@k12espanola.	313090	702	PRE K-12 PROFESSIONAL SCHOOL NURSE	INSTRUCTIONAL SUPPORT PROVIDER	2	LEVEL TWO	N/A	Not Applicable	6/30/2026	Healthcare	70	Nurse (RN)
ALCALDE ELEMENTARY Staff Total:																			
019	CARLOS F. VIGIL MIDDLE			Cata, Brandon	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)	brandon.cata@k12espanola.	374306	520	PRE K-12 NATIVE LANGUAGE AND CULTURE	NATIVE LANGUAGE & CULTURE	1	LEVEL ONE	N/A	Not Applicable	6/30/2019	Other Personnel	108	Native American language & Social Worker
				Lejba, Marie	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)	marie.lejba@k12espanola.	292971	601	PRE K-12 SCHOOL SOCIAL WORKER	INSTRUCTIONAL SUPPORT PROVIDER	3	LEVEL THREE	N/A	Not Applicable	6/30/2023	Other Personnel	108	General Education
CARLOS F. VIGIL MIDDLE Staff Total:																			
042	DIXON ELEMENTARY			Abeysa, Johnny	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)	johnny.abeyasa@k12espanola.	224321	500	PRE K-12 SPECIALTY AREA	TEACHER	2	LEVEL TWO	05	Physical Education	6/30/2020	Teacher	21	Elementary Teacher
									501	7-12 ATHLETIC COACH	OTHER	1	LEVEL ONE	N/A	Not Applicable	6/30/2019	Teacher	21	Elementary Teacher
				Cata, Maria	American Indian/Alaskan Native	Santa Clara	maria.cata@k12espanola.	313090	702	PRE K-12 PROFESSIONAL SCHOOL NURSE	INSTRUCTIONAL SUPPORT PROVIDER	2	LEVEL TWO	N/A	Not Applicable	6/30/2026	Healthcare	70	Teacher (RN)
DIXON ELEMENTARY Staff Total:																			
050	ESPANOLA VALLEY HIGH			Abeysa, Johnny	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)	johnny.abeyasa@k12espanola.	224321	500	PRE K-12 SPECIALTY AREA	TEACHER	2	LEVEL TWO	05	Physical Education	6/30/2020	Other Personnel	81	Athletic Coach
									501	7-12 ATHLETIC COACH	OTHER	1	LEVEL ONE	N/A	Not Applicable	6/30/2019	Other Personnel	81	Athletic Coach
				Castias, John	American Indian/Alaskan Native	Zia	john.castias@k12espanola.	274970	300	6-12 SECONDARY	TEACHER	2	LEVEL TWO	10	Social Studies	6/30/2024	Teacher	30	Teacher
				Cata, Brandon	American Indian/Alaskan Native	Ohkay Owingeh (formerly San Juan)	brandon.cata@k12espanola.	374306	520	PRE K-12 NATIVE LANGUAGE AND CULTURE	NATIVE LANGUAGE & CULTURE	1	LEVEL ONE	N/A	Not Applicable	6/30/2019	Other Personnel	108	Native American language & Cultural
ESPANOLA VALLEY HIGH Staff Total:																			



Staff by Race Ethnicity, Tribal Affiliation and Licensure

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, Nambé, Navajo, Picuris, Pojoaque, San Felipe, San Ildefonso, Ohkay Owingeh (formerly San Juan), Sandia, Santa Ana, Santa Clara, Santa Domingo, Taos, Tesuque, Location Organization Type: Central Office, Public

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

Assignment Category: Administrator, Educational Assistant, Healthcare, Media Specialist, Non-Certified Personnel, Other

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



059	HERNANDEZ ELEMENTARY Y	Ortiz, Abeyla, Maxine	American Indian/Alaska n Native	Ohkay Owingeh (formerly San Juan)	maxine.abeyla@k12espano ols.org	256083	100	PRE K-12 ADMINISTRATIVE	ADMINISTRATOR	3B	LEVEL THREE-B	N/A	Not Applicable	6/30/2022	Teacher	21	Elementary Teacher
		Marquez, Kaylina	American Indian/Alaska n Native	Ohkay Owingeh (formerly San Juan)	kaylina.marquez@k12espa nola.org	381242	501	7-12 ATHLETIC COACH	OTHER	1	LEVEL ONE	N/A	Not Applicable	6/30/2020	Other Personnel	81	Athletic Coach
		Romero, Adam	American Indian/Alaska n Native	Ohkay Owingeh (formerly San Juan)	adam.romero@k12espanol a.org	272652	502	PRE K-12 EDUCATIONAL ASSISTANT	SUPPORT PROVIDER	3	LEVEL THREE	N/A	Not Applicable	6/30/2023	Educational Assistant	34	SpEd Instructional Assistant
ESPAÑOLA VALLEY HIGH Staff Total: 6																	
142	LOS NINOS ELEMENTARY Y	Abeyla, Johnny	American Indian/Alaska n Native	Ohkay Owingeh (formerly San Juan)	johnny.abeyla@k12espano la.org	224321	500	PRE K-12 SPECIALTY AREA 7-12 ATHLETIC COACH	TEACHER OTHER	2 1	LEVEL TWO LEVEL ONE	OS	Physical Education Not Applicable	6/30/2020	Teacher	21	Elementary Teacher
		Abeyla, Wanda	American Indian/Alaska n Native	Ohkay Owingeh (formerly San Juan)	wanda.abeyla@k12espano la.org	383469	502	PRE K-12 EDUCATIONAL ASSISTANT	SUPPORT PROVIDER	3	LEVEL THREE	N/A	Not Applicable	6/30/2026	Teacher	25	Preschool Teacher
							503	K-12 SUBSTITUTE TEACHER	SUPPORT PROVIDER	1	LEVEL ONE	N/A	Not Applicable	6/30/2020	Teacher	25	Preschool Teacher
LOS NINOS ELEMENTARY Staff Total: 2																	
144	SAN JUAN ELEMENTARY Y	Archuleta, Blanca	American Indian/Alaska n Native	Ohkay Owingeh (formerly San Juan)	blanca.archuleta@k12espa nola.org	316359	100	PRE K-12 ADMINISTRATIVE	ADMINISTRATOR	3B	LEVEL PROVISION	N/A	Not Applicable	6/30/2018	Teacher	21	Elementary Teacher
		Netrario, Stephen	American Indian/Alaska	Santa Clara	stephen.netrario@k12espa nola.org	323157	200	K-8 ELEMENTARY TEACHER	TEACHER	2	LEVEL TWO	N/A	Not Applicable	6/30/2027	Teacher	97	Elementary Teacher General Special
SAN JUAN ELEMENTARY Staff Total: 2																	

Staff by Race Ethnicity, Tribal Affiliation and Licensure



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 Felipe, San Ildefonso, Ohkay Owingeh (formerly San Juan), Sandia, Santa Ana, Santa Clara, Santa Domingo, Taos, Tesuque, Location Organization Type: Central Office, Public

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

Assignment Category: Administrator, Educational Assistant, Healthcare, Media Specialist, Non-Certified Personnel, Other

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

169	VELARDE	Abeysa, Johnny	American Indian/Alaska n Native	Ohkay Owingeh (formerly San Juan)	johnny.abeyaya@k12espanola.org	224321	500	PRE K-12 SPECIALTY AREA	TEACHER	2	LEVEL TWO	05	Physical Education	6/30/2020	Teacher	21	Elementary Teacher
		Catalina, Maria	American Indian/Alaska n Native	Santa Clara	maria.catalina@k12espanola.org	313090	702	PRE K-12 PROFESSIONAL SCHOOL NURSE	INSTRUCTIONAL SUPPORT PROVIDER	2	LEVEL TWO	N/A	Not Applicable	6/30/2026	Healthcare	70	Teacher (RN) Nurse
VELARDE ELEMENTARY Staff Total:																	
ESPANOLA PUBLIC SCHOOLS Staff Total:																	
																13	
Staff Total:																13	

Native American Staff by District, Location, Assignment includes FTE



School Year: 2017-2018
 Snapshot Date: 2018-06-01 - EOY
 Charter Status: Non-Charter

District Name	Dist Cd	Location Name	Loc ID	Loc Org Type	Staff Name	Staff eMail Address	Assignment Category	Assign Code	Assignment	FTE	Assignment Qualification Indicator	Assignment Qualification Status	Ethnic Subgroup	Et hni Degree Earned	Highest Degree Earned	Highest Degree Date	Original Hire Date						
ESPANOL A	1055	ALCALDE ELEMENTA RY	015	Publi c	Cata, Maria	maria.cata@k12espanola.org	Healthcare	70	Nurse (RN)	0.60	YES	Qualified	Santa Clara	17	Bachelors	B	2004-09-13						
					Total Location			0.60															
					Alencio, Leonard			115	Custodian	1.00						San Juan	14	Non-Degree	N	2017-07-03			
					Cata, Brandon			108	Native American language & Social Worker General	0.15	YES	Qualified	San Juan	14	Associates	A	2016-08-23						
					Leyba, Marie			08	Other Personnel	0.50	YES	Qualified	San Juan	14	Masters	M	2001-11-07						
					Total Location			1.65															
					DIXON ELEMENTA RY	042	Publi c	Abeya, Johnny	johnny.abeya@k12espanola.org	Teacher	21	Elementary Teacher	0.40	YES	Qualified	San Juan	14	Bachelors	B	2017-08-08			
								Cata, Maria	maria.cata@k12espanola.org	Healthcare	70	Nurse (RN)	0.20	YES	Qualified	Santa Clara	17	Bachelors	B	2004-09-13			
								Total Location			0.60												
								Abeya, Johnny	johnny.abeya@k12espanola.org	Teacher	30	Secondary Teacher	1.00	YES	Qualified	Zia	21	Bachelors	B	2014-02-18			
Casias, John	john.casias@k12espanola.org	Teacher	30	Secondary				0.15	YES	Qualified	San Juan	14	Associates	A	2016-08-23								
ESPANOL A VALLEY HIGH	050	Publi c	Abeya, Johnny	johnny.abeya@k12espanola.org	Other Personnel	81	Athletic Coach	0.10	YES	Qualified	San Juan	14	Bachelors	B	2017-08-08								
			Leyba, Marie	marie.leyba@k12espanola.org	Other Personnel	08	General Social Worker	0.50	YES	Qualified	San Juan	14	Masters	M	2001-11-07								
			Marquez, Kaylina	kaylina.marquez@k12espanola.org	Other Personnel	81	Athletic Coach	0.10	YES	Qualified	San Juan	14	Non-Degree	N	2017-09-20								
			Romero, Adam	adam.romero@k12espanola.org	Educational Assistant	34	SpEd Instructional Assistant ages 6-21: NOT providing	1.00	YES	Qualified	San Juan	14	Bachelors	B	1990-09-08								
			Total Location			1.51																	

CURRENT INDIAN POLICIES
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 (EPSD) 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 Aid 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.
 - 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 EPSD-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.
 - 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,

parents/guardians, students, and tribal education departments, tribal members and tribal leaders.

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.
 - 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 VI-Indian Education. In addition, EPSD and EPSD-IED will report on the following throughout the year:
 - Budget Reports for all IED related funds and grants, as well as any pertinent changes.
 - 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 methodologies 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.
 - Development of Cultural Competencies
 - 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, as 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 opportunity 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

11/17/17
Date



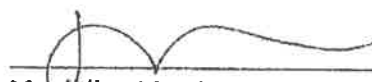
Ms. Bobbie Gutierrez
Superintendent, EPS District

11-8-2017
Date



Mr. Ruben Archuleta
President Espanola Board of Education

11/20/17
Date



Ms. Joline Martinez
Chairperson EPS Indian Ed. Committee

11/13/17
Date

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 EDUCATION 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 - *Aileen Cruz*
One (1) from Santa Clara Pueblo - *Gina Chaverria*

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 2nd Thursday of each month at ~~5:00~~ ^{6:00 p.m.} 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 adaptation 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 AMENDMENTS

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 were adopted at a duly called Indian Education Committee meeting held on _____, at which a quorum was present. The vote was _____ in favor, _____ opposed, _____ abstained and _____ absent.

CHAIRPERSON

DATE

GOVERNOR OF OHKAY OWINGEH

DATE

GOVERNOR OF SANTA CLARA PUEBLO

DATE

ESPANOLA PUBLIC SCHOOLS
SUPERINTENDENT/DESIGNEE

DATE

VARIABLE SCHOOL CALENDAR

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

JULY 2017						
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Elementary School Hours	CVMS/EVHS School Hours
8:20 am - 3:00 pm	7:55 am - 3:20 pm
Thursday Early Release	
8:20 - 12:50 pm	

JANUARY 2018						
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AUGUST 2017						
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Holidays	
July 4	Holiday - Independence Day
September 4	Holiday - Labor Day
November 22 - 24	Holiday - Thanksgiving Break
December 22 - January 1	Holiday - Winter Break
January 15	Holiday - Martin Luther King, Jr.
February 19	Holiday - President's Day
March 8-9	Holiday - Spring Break
March 30-April 2	Holiday - Spring Recess
May 28	Holiday - Memorial Day

MARCH 2018						
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OCTOBER 2017						
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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: K-6@12:00; 7-12@12:30)	
October 19 and March 29	
Conference Times: Elementary 1-4 PM; CVMS 3-6 PM; EVHS 4-7 PM	

APRIL 2018						
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Important Dates 2017 / 2018	
July 24-August 11	Pre-Registration for New Students
August 7 & 8	New Teacher In-service
August 9, 10, 11	Teacher In-service (No School for Students)
August 14	First Day of School (Gr: 1, 3, 5, 7, 9)
15-Aug	First Day of School (Gr: K, 2, 4, 6, 8, 10, 11, 12)
September 29	Teacher In-service (No School for Students)
October 27	Teacher In-service (No School for Students)
May 25	Last Day of School - Early Release: K-6@12:00; 7-12@12:30
May 26	EVHS Graduation 10:00 AM at Edward Medina Gym

MAY 2018						
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DECEMBER 2017						
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JUNE 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)
EOY	- after last day (5/29)

241
263 12 Month work Days
Calendar Days
evr 2/25/16

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



2017-2018 (12 Month Employee Calendar)

Board: Approved 4/20/2016

JULY 2017						
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AUGUST 2017						
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SEPTEMBER 2017						
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OCTOBER 2017						
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NOVEMBER 2017						
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DECEMBER 2017						
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24	25	26	27	28	29	30
31						

Elementary School Hours	CFVMS/EVHS School Hours
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8:20 - 12:50 pm	

JANUARY 2018						
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December 22 - January 1	Holiday - Winter Break
January 15	Holiday - Martin Luther King, Jr.
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March 8-9	Holiday - Spring Break
March 30-April 2	Holiday - Spring Recess
May 28	Holiday - Memorial Day

FEBRUARY 2018						
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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: K-8@12:00; 7-12@12:30)	
October 19 and March 29	
Conference Times: Elementary 1-4 PM; CVMS 3-6 PM; EVHS 4-7 PM	

MARCH 2018						
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APRIL 2018						
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May 2018						
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JUNE 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)
EOY	- after last day (5/29)

241 12 Month work Days
260 Calendar Days
evr 2/25/16

NM K-3 PLUS™ JUMP START™ Summer Program	
Prep & Planning Day:	July 1
Program Start:	July 5
Day 15:	July 25
Program Ends:	Aug 8



2017-2018 SCHOOL CALENDAR (NM PreK)

Board Revision Approval: MAY 17, 2017

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

JULY 2017

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AUGUST 2017

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SEPTEMBER 2017

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OCTOBER 2017

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NOVEMBER 2017

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DECEMBER 2017

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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
	First Day of School
August 16	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	Holiday - 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

JANUARY 2018

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FEBRUARY 2018

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MARCH 2018

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APRIL 2018

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May 2018

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JUNE 2018

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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

Summer	- Sept 1 (K3+)
10th 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)

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
m/m 5.9.17



2017-2018 SCHOOL CALENDAR (EPS Preschool)

Board Revision Approval: MAY 17, 2017

JULY 2017

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23	24	25	26	27	28	29
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EPS Pre-School Hours:
 Morning Session: 8:30-11:25
 Afternoon Session: 11:25-2:20

JANUARY 2018

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AUGUST 2017

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27	28	29	30	31		

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	Holiday - 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

FEBRUARY 2018

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SEPTEMBER 2017

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MARCH 2018

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OCTOBER 2017

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APRIL 2018

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NOVEMBER 2017

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May 2018

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DECEMBER 2017

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JUNE 2018

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24	25	26	27	28	29	30

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

Summer	- Sept 1 (K3+)
10th Day	-2nd Wed Oct (10/11)
100th Day	-Dec 1
120th day	- 2nd Wed Feb (2/14)
EOY	- after last day (5/29)

Instructional Hours = **175**
184
 Student Instructional Days
 Teacher Work Days
509
 (Statutory Requirement =450)

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
 mim 5.9.17

AUGUST '17						
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SEPTEMBER '17						
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24	25	26	27	28	29	30

September – NNM teacher training session for Electric Car Challenge

Sept. - Supercomputing Challenge kickoff

OCTOBER '17						
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NOVEMBER '17						
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November 18 – New Mexico Electric Car Challenge Competition

October - Expanding Your Horizons, Santa Fe

DECEMBER '17						
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JANUARY '18						
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28	29	30	31			

January - NM Future City Competition

January - Middle School Science Bowl

February 17 - NM Regional Science Bowl

February - Visits made for High School Internship Program

FEBRUARY '18						
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25	26	27	28			

MARCH '18						
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March - RoboRAVE Rally Northern New Mexico

March 3 - Regional High School Science Bowl

March - Expanding Your Horizons Los Alamos

APRIL '18						
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MAY '18						
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27	28	29	30	31		

April - May - National Science Bowl, Washington DC

April - May - National Science Bowl, 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
Approved	Disapproved

Peter Garcia
 Governor

1-9-2017
 Date

Matthew J. Martinez
 1st Lt Governor

1-9-2017
 Date

Don Orma
 2nd Lt Governor

1/9/2017
 Date

Mark [Signature]
 Sheriff

01/09/2017
 Date

Ohkay Owingeh Traditional Calendar
2017

January – Oyiwhiht'saa P'óe

- 1st - New Year's Day – Nuuphaa Thaa**
- 6th - 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 - Dépiháã P'óe

- 2nd weekend: Deer Dance - Pää Shadeh**
- 3rd weekend: Seed ball / Shinny Game - P'uunanbay**
- 20th Summer - Khayeh P'óe**

March - Tsiyoópu 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'óe

- 1st weekend: St Anthony visits home**
- 13th: St. Anthony's Day - San Antonio Thaa**
 - Green Corn Dance - Khóhe?yeh Shadeh**
- 3rd weekend: St. John visits homes**
- 23rd: Ohkay Owingeh Fun Run (ää)**
 - Man Dance - Sen Shadeh**

Summer Buffalo - Ko?Pháynin Shadeh
Winter Buffalo - Ko?Ts'a?in Shadeh
24th: Dhkay Dwingeh 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'óe

August - T'ah tsaa P'óe

10th: Pueblo Revolt Day - P'opay Thaa
12th: Santa Clara Feast Day - Khaa P'óe Dwingeh Thaa
14th: First Day of School

September - Häa P'ay P'óe

End of the Month: Harvest Dance - Ten bee Shadeh

October - Kaa Yemu P'óe

November - Häa Wé?geh P'óe

1st: Haa wengeh Thaa
22nd - 24th: Thanksgiving Break - P'indee Koe Thaa

December - Than Thaa P'óe

4th Kwaadi P'oe
24th: Matatsina Shadeh
25th: 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.

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STUDENTS/PARENTS NEWS JOBS

[Assessment](#)

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Assessment
Calendar 2017-2018

Assessment

PARCC

Assessment Spring
2018

Asking students to demonstrate their understanding of 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, 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.

**Assessment & 21st
Century Director:**

Holly Martinez

505-367-3335

505-753-2391

Holly.Martinez@k12espanola.org

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, web-delivered 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 large-scale 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.

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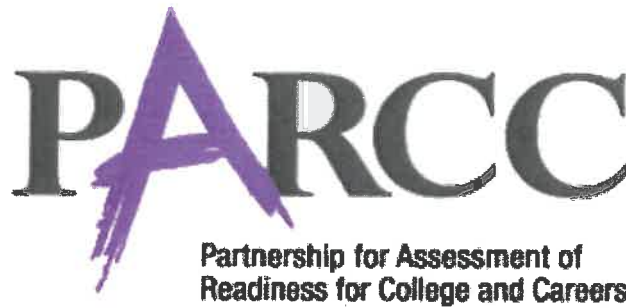
[Countdown to PARCC](#)

[PARCC Resources](#)

[PARCC Presentation - August 2, 2017](#)

[PARCC Data - Spring 2017](#)

[Graduation Requirements](#)



Assessment & 21st Century Director:

Holly Martinez
505-753-6819

Holly.Martinez@k12espanola.org

Administrative Assistant:

Carolina Gallegos
505-753-6819

Carolina.Gallegos@k12espar.org

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.

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](#)

[Graduation Requirements](#)

[PARCC 2018 District Testing Schedule](#)

[PARCC Data - Spring 2017](#)

[PARCC Presentation - August 2, 2017](#)

[PARCC Resources](#)

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**21st CCLC
Newsletters**

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

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The Bilingual Education Department strives to promote 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 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 DocumentsEspañola BMEP Program Guide (Draft)

Language Usage Survey (LUS)

LUS Guidance

Curriculum Guidance - Spanish Language ArtsElementary Guide - Santillanas DescubreSecondary 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](#)

Myra L. Martinez,
Executive Director
Federal Programs,
Assessment
& Accountability

myra.martinez@k12espanola.org
505-367-3330

Physical Address:
405 Hunter Street
Española, New Mexico
87532

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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.S. Department of Education: Title III — Language Instruction for Limited English Proficient and Immigrant Students](#)

- 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

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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](#)

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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](#)

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?

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 and understandings. Primarily, 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 Education Department.

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)

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

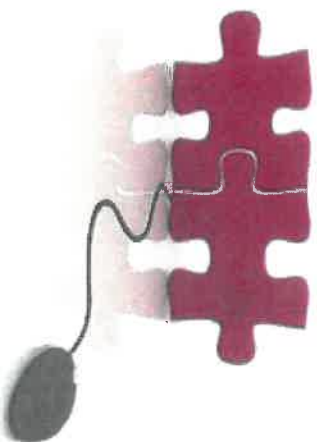
Our alternative program is a High School educational setting designed to accommodate the educational needs of students who are more successful in an embedded program. It is considered a more restrictive setting where our students complete courses online. Our program is flexible which allows for more 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

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



**Espanola
Public
Schools
SPECIAL
EDUCATION
DEPARTMENT**



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87532**



Phone: 505-367-3321

Fax: 505-367-3361

E-mail: fabiola.gallegos@k12espanola.com

DIRECTOR: CHRISTINA BACA

**SCHOOL DISTRICT
INITIATIVES**

9. School District Initiatives

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 7th -12th 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.

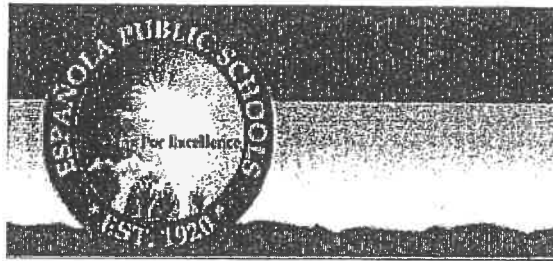
When taking a view of the dropout students you see various reasons for non-attendance for example, student does not re-enroll, invalid transfers, intends to take GED the biggest struggle is in student apathy towards education. Poverty as well as drugs, alcohol, teen pregnancy and other societal issues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

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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. Roll Call.....Kira Abeyta, Indian Ed. Specialist
- d. Introductions.....Joline Martinez
- e. Approval of Agenda.....Aileen approved, Gina 2nd

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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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 rubric.

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

Reading and Listening for Comprehension		
	<p>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)</p>	<p>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)</p>
<p>Writing and Speaking</p>	<p>Compose a variety of writings that develop sentence 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 audience. Interact in group discussions. Identify basic linguistics Alphabet system, consonants, vowels, etc. Partial Immersion in writing and speaking Non-Tewa Proficient (NTP)</p>	<p>Identify formal and informal speaking contexts that are reflected towards slang, jargon, different language styles, and dialect. Use correct and varied sentence types and sentence openings. Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passage, and ideas. Identify basic linguistics Alphabet system, consonants, vowels, etc. Partial Immersion in writing and speaking Non-Tewa Proficient (NTP)</p>
<p>Literature & Media</p>	<p>Use a variety of resources of resources to express individual perspectives in response to personal, social, cultural, and historical issues. Introduction of Tewa language triangle model:</p>	<p>Continued use of Tewa language triangle model, images, video, and visual representations as informational research tools. Demonstrate familiarity with selected: * Classical literature * Mythology * Dialect</p>

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

<p>Reading and Listening for Comprehension</p>	<p>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. Response to verbal commands. Identify traditional opening protocol Identify traditional songs Interact in conversational activities Limited Tewa Proficient (LTP)</p>	<p>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. Response to verbal commands. Identify traditional opening protocol Identify traditional songs Interact in conversational activities Limited Tewa Proficient (LTP)</p>
<p>Writing and Speaking</p>	<p>Compose a variety of writings that develop sentence 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 audience. Interact in group discussions. Identify basic linguistics Alphabet system, consonants, vowels, etc. Compose a variety of interaction that develop verbal response to communication in the language being used. Half Immersion in writing and speaking Limited Tewa Proficient (LTP)</p>	<p>Compose a variety of writings that develop sentence 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 audience. Interact in group discussions. Identify basic linguistics Alphabet system, consonants, vowels, etc. Compose a variety of interaction that develop verbal response to communication in the language being used. Half Immersion in writing and speaking. Limited Tewa Proficient (LTP)</p>
<p>Literature & Media</p>	<p>Use a variety of resources of resources to express individual perspectives in response to personal, social, cultural, and historical issues. Continued use of Tewa language triangle model: 2. Conversational Continued use of Tewa language triangle model, images, video, and visual representations as informational research tools. Demonstrate familiarity with selected: *Classical literature * Mythology * Conversational</p>	<p>Use a variety of resources of resources to express individual perspectives in response to personal, social, cultural, and historical issues. Continued use of Tewa language triangle model: 2. Conversational Continued use of Tewa language triangle model, images, video, and visual representations as informational research tools. Demonstrate familiarity with selected: *Classical literature * Mythology * Conversational</p>

Espanola Public Schools

April 16-27, 2018 PARCC Primary Test Window

April 29-May 4, 2018 Make-up Testing

Elementary Schedule

	Monday 16	Tuesday 17	Wednesday 18	Thursday 19	Friday 20
8:45-10:15	3 ELA, S1 90 min	4 MATH, S1 80 min	3 MATH, S2 60 min	4 ELA, S3 45 min	3 Math, S4 60 min
10:30-12:00	3 MATH, S1 60 min	4 ELA, S2 90 min	3 ELA, S3 90 min	4 MATH, S3 60 min	4 Math, S4 60 min
1:00-2:30	4 ELA, S1 90 min	3 ELA, S2 75 min	4 MATH, S2 80 min	3 MATH, S3 60 min	Make-up Test

	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	1	2	3	4
8:45-10:15	3 rd 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 PARCC ELA Field test

Espanola Public Schools

April 27-May 4, 2018 PARCC Primary Test Window

April 27-May 4, 2018 Make-up Testing

CFVMS PARCC SCHEDULE

	Monday 16	Tuesday 17	Wednesday 18	Thursday 19	Friday 20
8:30-10:00	8th Lobos Math 1	8th Aggies Math 1	8th Lobos ELA 2	8th Aggies ELA 2	
10:15-12:05	8th Lobos Math 2	8th Aggies Math 2	8th Lobos ELA 3	8th Aggies ELA 3	
1:30-3:00	8th Lobos ELA 1	8th Aggies ELA 1	8th Lobos Math 3	8th Aggies Math 3	
	23	24	25	26	27
8:30-10:00	7th Cowboys Math 1	7th Eagles Math 1	7th Cowboys ELA 2	7th Eagles ELA 2	Make-up Test
10:15-12:05	7th Cowboys Math 2	7th Eagles Math 2	7th Cowboys ELA 3	7th Eagles ELA 3	Make-up Test
1:30-3:00	7th Cowboys ELA 1	7th Eagles ELA 1	7th Cowboys Math 3	7th Eagles Math 3	Make-up Test
	30	1	2	3	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

*ELA 90 minute sessions

*Math 80 minute sessions

Espanola Public Schools

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

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

	Monday	Tuesday	Wednesday	Thursday	Friday
	16	17	18	19	20
8:30-10:00	WINDOW OPENS	9 MATH, U1 90 min	10 MATH, U1 90 min	11 MATH, U1 90 min	
10:15-12:05	WINDOW OPENS	9 ELA, U1 90 min	10 ELA, U1 90 min	11 ELA, U1 90 min	
1:30-3:00	WINDOW OPENS	9 MATH, U2 90 min	10 MATH, U2 90 min	11 MATH, U2 90 min	

	23	24	25	26	27
8:30-10:00		9 MATH, U3 90 min	10 MATH, U3 90 min	11 MATH, U3 90 min	Make-up Test
10:15-12:05		9 ELA, U2 90 min	10 ELA, U2 90 min	11 ELA, U2 90 min	Make-up Test
1:30-3:00		9 ELA, U3 90 min	10 ELA, U3 90 min	11 ELA, U3 90 min	Make-up Test

	30	1	2	3	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

*ELA and Math 90 minute sessions

INDIGENOUS RESEARCH
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.

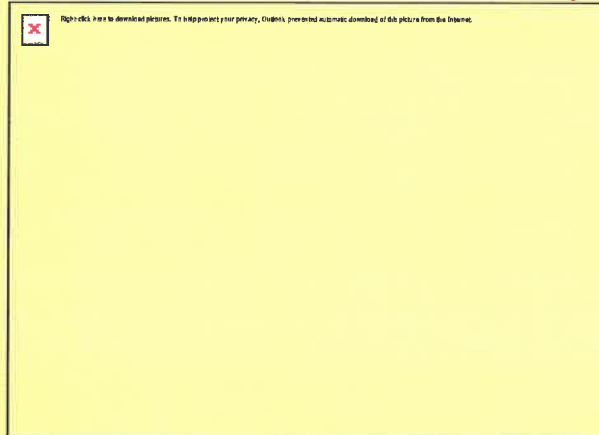
Action Plan.

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

Ricardo Sanchez

From: Indigenous Language Institute <ili@ilinitiative.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

From: Indigenous Language Institute <ili@ilinactive.org>
Sent: Tuesday, May 08, 2018 6:01 AM
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

INDIGENOUS
LANGUAGE
INSTITUTE



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@ilinactive.org



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Constant Contact

Try it free today

Ricardo Sanchez

From: Indigenous Language Institute <ili@ilinitiative.org>
Sent: 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:](#)

April 9-11, 2018
8:30 AM - 4:30 PM each day
at Buffalo Thunder Resort
20 Buffalo Thunder Trail
Santa Fe, New Mexico 87506

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



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Try it free today

Ricardo Sanchez

From: Indigenous Language Institute <ili@ilnative.org> on behalf of Indigenous Language Institute <ili@ilnative.org>
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!

[View this email in your browser](#)

 [\[Broken image: image does not exist or cannot be displayed\]](#)

Two Weeks Left To Register!

Assessment: How Are We Doing As
Instructor and Learners? How Do We
Engage Communities? Workshop

July 9-11, 2018

Mystic Lake Hotel & Casino

2400 Mystic Lake Boulevard, Prior Lake,
Minnesota 55373

 [\[Broken image: image does not exist or cannot be displayed\]](#)

Assessment and evaluation of our Native Language programs, instructors and learners should track progress towards goals of “creating speakers”.

Using assessment tools for foreign or English language learning is useful to a certain point, but it does not fit the deeper goals of heritage language learning. This three-day workshop will address the Big Goal of our language programs

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



Phone Number: (505) 820-0311

Fax Number: (888) 507-6658

Email: ili@ilinitiative.org

Our mailing address is:

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

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