

Pojoaque Valley School District Portfolio

School Year 2017 - 2018



A comprehensive view of demographics and student performance based on longitudinal data.

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Produced by:
Pojoaque Valley School District
Office of the Superintendent of Schools

Pojoaque Valley School District Demographic Data

Total District Student Enrollment on 40-Day Count

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total student	1927	1936	1977	1885	1931	1984
African American	12	15	15	13	9	10
Caucasian	101	86	85	74	89	87
Hispanic	1491	1556	1587	1526	1544	1520
Asian	1	1	0	0	0	0
Native American	320	278	290	272	289	367
ELL Student	386	404	387	359	328	308
Economically Disadvantaged (All)	1152	1360	1280	1268	1243	1187
Spec. Ed. (excluding gifted)	234	180	193	169	209	218

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Attendance Rate	94.3%	95.71%	94.76%	91.76%	94.22%	
Mobility Index	11.3%	6.0%	12.0%	11.1%		

Elementary School Students K through 3:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total student	552	587	602	507	517	491
African American	5	6	6	5	2	3
Anglo	25	23	28	19	22	19
Hispanic	425	468	475	406	407	364
Asian	0	0	0	0	0	0
Native American	97	90	93	77	86	105
ELL Student	154	211	221	202	147	96
Economically Disadvantaged	352	417	423	358	329	235
Spec. Ed. (excluding gifted)	78	65	69	47	69	65

Student attendance rate

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Attendance Rate	91.2%	94.6%	93.04%	92.43%	92.89%	

Intermediate School Students grades 4 and 5:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total student	272	275	283	297	283	304
African American	1	1	1	1	1	1
Caucasian	11	14	11	6	13	14
Hispanic	216	214	230	252	28	241
Asian	1	1	0	0	0	0
Native American	43	45	41	38	41	48
ELL Student	50	27	27	43	42	78
Economically Disadvantaged	193	194	175	194	207	212
Spec. Ed. (excluding gifted)	22	15	20	26	23	34

Student attendance rate:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Attendance Rate	94.2%	95.7%	91.45%	94.95%	95.16%	

6th Grade Academy:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total student	144	137	153	138	155	164
African American	1	0	1	0	1	0
Caucasian	7	7	8	8	5	6
Hispanic	115	111	120	108	133	126
Asian	0	0	0	0	0	0
Native American	21	19	24	22	16	32
ELL Student	32	10	11	7	17	19
Economically Disadvantaged	95	107	102	90	93	104
Spec. Ed. (excluding gifted)	15	11	13	9	17	18

Student attendance rate:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Attendance Rate	98.5%	96.2%	97.06%	96.97%	97.90%	

Middle School Students grades 7 and 8:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total student	333	334	325	317	330	332
African American	3	4	3	1	1	1
Caucasian	12	14	16	14	15	15
Hispanic	263	267	265	259	266	257
Asian	0	0	0	0	0	0
Native American	55	49	41	43	48	59
ELL Student	62	71	55	38	51	36
Economically Disadvantaged	203	273	207	211	207	195
Spec. Ed. (excluding gifted)	35	32	24	23	26	31

Student attendance and dropout rates:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Attendance Rate	95.3%	96.4%	97.16%	93.74%	95.17%	

High School Students grades 9 through 12:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total student	626	603	614	626	646	693
African American	2	4	4	6	4	5
Caucasian	46	28	22	27	35	33
Hispanic	472	496	497	501	508	532
Asian	0	0	0	0	0	0
Native American	104	75	91	92	99	123
ELL Student	88	85	73	69	71	79
Economically Disadvantaged	309	369	373	415	409	441
Spec. Ed. (excluding gifted)	57	50	67	73	74	70

Student attendance and dropout rates:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Attendance Rate	93.2%	95.7%	95.08%	87.51%	93.52%	
Dropout Rate	2.9%	2.4%	2.0%	3.3%		
4 Year Graduation Rate	78.1	78.0	74.0%	75%		

Special Education Students by IEP Level

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total	261	205	220	220	228	218
A Level Students (Minimal: < 10% of day)	75	71	92	107	129	128
B Level Students (Moderate: 11-49% of day)	126	108	86	53	49	60
C Level Students (Extensive: 50-74% of day)	8	7	6	4	4	1
D Level Students (Maximum: 75-100% of day)	25	19	36	34	27	29
Gifted Students	27	25	27	22	19	20

ACT Data: Each year ACT creates and publishes a College Readiness Letter for each school district in the United States that has students participating in the ACT test administration. The following is based on information from that letter.

The data below reflects the achievement levels of students who took the ACT over time. These data also provide an indication of the extent to which students are prepared for college level work. The ACT consists of curriculum based tests of educational development in English, mathematics, reading and science designed to measure the skills needed for success in first year college coursework. The table below shows five-year trends of ACT tested students.

ACT Average Scores for Pojoaque Valley Schools

Year	Number tested	English	Mathematics	Reading	Science	Composite
2008 -- 09	90	16.8	17.2	18.6	18.0	17.8
2009 – 10	98	17.4	17.6	18.3	19.0	18.2
2010 – 11	104	17.3	18.2	18.4	18.9	18.3
2011 – 12	128	16.8	18.7	18.4	18.7	18.3
2012 -- 13	98	16.6	18.7	18.3	18.6	18.1
2013 -- 14	112	17.7	18.6	19.2	19.0	18.7
2014 -- 15	98	17.4	17.9	19.3	19.2	18.6
2015 -- 16	94	17.0	18.3	18.6	18.2	18.1
2016 -- 17	88	16.8	18.2	18.5	18.3	18.1

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT created the information below that reflects college readiness benchmark scores for designated college courses. A benchmark score is the minimum score needed on an ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit bearing college courses.

College Course	ACT Test and score needed indicating readiness
English Composition	English 18
Algebra	Mathematics 22
Social Science	Reading 22
Biology	Science 23

Percent and number of students, based on ACT scores, that are prepared to succeed in college

Year	Number tested	College English Composition % and #	College Algebra % and #	College Social Studies % and #	College Biology % and #	Meeting all four % and #
2012 -- 13	98	41% 41#	24% 24#	22% 22#	13% 13#	9% 9#
2013 -- 14	112	45% 51#	23% 26#	23% 26#	20% 23#	9% 10#
2014 -- 15	98	44% 43#	14% 14#	32% 31#	20% 20#	6% 6#
2015 -- 16	94	44% 42#	21% 20#	27% 26#	15% 14#	7% 7#
2016 -- 17	88	36% 32#	23% 21#	27% 24#	13% 12#	7% 7#

Survey Information

By statute, all New Mexico schools are required to administer the Quality of Education Survey to parents on an annual basis. The results of the survey are reflected below.

Quality of Education Survey Results Percent Responding Agree and Strongly Agree School District Results All Schools Combined

	2013- 2014	2014- 2015	2015- 2016	2016- 2017
Number	1019	1048	1019	582
1. My child is safe at school.	89%	92%	95%	94%
2. My child's school building is in good repair and has sufficient space to support quality education.	83%	88%	91%	84%
3. My child's school holds high expectations for academic achievement.	87%	87%	94%	91%
4. School personnel encourage me to participate in my child's education.	81%	85%	91%	85%
5. The school offers adequate access to up-to-date computers and technology.	74%	75%	82%	80%
6. School staff maintains consistent discipline which is conducive to learning.	80%	80%	87%	85%
7. My child has an adequate choice of school-sponsored extracurricular activities.	74%	77%	81%	78%
8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	86%	89%	83%	90%
9. The school staff employs various instructional methods and strategies to meet my child's needs.	80%	78%	87%	84%
10. My child takes responsibility for his or her learning.	90%	91%	94%	92%
11. School transportation is safe and adequate for my child's wellbeing.	76%	76%	84%	77%
12. I have opportunities to participate in helping the school and district make decisions that affect overall instructions program and effective operation of our schools.	73%	73%	85%	78%
13. School staff is addressing bullying and cyber bullying at school, on the playground and on the bus appropriately.	70%	69%	75%	73%
14. School personnel utilize data from assessments to drive and adjust classroom instruction to meet the needs of my child.	73%	74%	80%	78%
15. My child has access to sufficient resources to facilitate learning within their school and/or classroom.	80%	81%	88%	84%

Quality of Education Survey Results
Percent Responding Agree and Strongly Agree
Pablo Roybal Elementary School

	2013-2014	2014-2015	2015-2016	2016-2017
Number	315	273	419	111
1. My child is safe at school.	90%	94%	96%	98%
2. My child's school building is in good repair and has sufficient space to support quality education.	86%	92%	95%	85%
3. My child's school holds high expectations for academic achievement.	95%	95%	96%	97%
4. School personnel encourage me to participate in my child's education.	91%	94%	94%	95%
5. The school offers adequate access to up-to-date computers and technology.	81%	84%	85%	82%
6. School staff maintains consistent discipline which is conducive to learning.	89%	89%	91%	91%
7. My child has an adequate choice of school-sponsored extracurricular activities.	72%	79%	77%	71%
8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	95%	96%	99%	97%
9. The school staff employs various instructional methods and strategies to meet my child's needs.	90%	89%	91%	90%
10. My child takes responsibility for his or her learning.	90%	92%	95%	92%
11. School transportation is safe and adequate for my child's wellbeing.	77%	77%	83%	76%
12. I have opportunities to participate in helping the school and district make decisions that affect overall instructions program and effective operation of our schools.	82%	82%	90%	83%
13. School staff is addressing bullying and cyber bullying at school, on the playground and on the bus appropriately.	75%	75%	74%	77%
14. School personnel utilize data from assessments to drive and adjust classroom instruction to meet the needs of my child.	82%	82%	84%	86%
15. My child has access to sufficient resources to facilitate learning within their school and/or classroom.	88%	89%	91%	87%
16. My child is receiving sufficient instructional time.	93%	93%	95%	93%
17. My child is receiving adequate daily homework sufficient to reinforce instruction.	93%	92%	91%	91%
18. I am aware that in addition to the core curriculum, students who are not testing proficient in reading and math may be receiving additional educational support. (2013-2016) I am aware that in addition to the core curriculum, students who are not testing proficient in math and reading may be receiving additional educational support through intervention (RTI) classes or groups.	94%	93%	95%	75%
19. I am able to access information regarding my child's academic progress, attendance, curriculum resources and other information on a regular basis online and by using http://pvs.k12.nm.us or classroom website. (2013-2016) There are opportunities for two-way communication with my child's teacher(s).	79%	78%	84%	95%
20. I am able to access information regarding my child's academic progress, attendance, curriculum resources and other information on a regular basis online and by using http://pvs.k12.nm.us/ or classroom website. (2013-2016) I am aware that in addition to the core curriculum, students who do not test proficient in math and/or reading may be enrolled in an intervention elective class in the area of deficiency as indicated in the school EPSS.	81%	78%	85%	77%

Quality of Education Survey Results
Percent Responding Agree and Strongly Agree
Pojoaque Intermediate School

	2013-2014	2014-2015	2015-2016	2016-2017
Number	235	197	236	164
1. My child is safe at school.	93%	92%	95%	95%
2. My child's school building is in good repair and has sufficient space to support quality education.	91%	93%	97%	91%
3. My child's school holds high expectations for academic achievement.	87%	90%	97%	91%
4. School personnel encourage me to participate in my child's education.	90%	87%	91%	87%
5. The school offers adequate access to up-to-date computers and technology.	76%	74%	79%	86%
6. School staff maintains consistent discipline which is conducive to learning.	84%	84%	86%	90%
7. My child has an adequate choice of school-sponsored extracurricular activities.	73%	75%	83%	83%
8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	93%	93%	96%	93%
9. The school staff employs various instructional methods and strategies to meet my child's needs.	84%	83%	91%	88%
10. My child takes responsibility for his or her learning.	91%	92%	94%	94%
11. School transportation is safe and adequate for my child's wellbeing.	79%	77%	82%	81%
12. I have opportunities to participate in helping the school and district make decisions that affect overall instructions program and effective operation of our schools.	81%	70%	83%	87%
13. School staff is addressing bullying and cyber bullying at school, on the playground and on the bus appropriately.	75%	75%	78%	76%
14. School personnel utilize data from assessments to drive and adjust classroom instruction to meet the needs of my child.	76%	82%	81%	87%
15. My child has access to sufficient resources to facilitate learning within their school and/or classroom.	84%	86%	91%	88%
16. My child is receiving sufficient instructional time.	89%	93%	92%	87%
17. My child is receiving adequate daily homework sufficient to reinforce instruction.	94%	87%	89%	78%
18. I am aware that in addition to the core curriculum, students who are not testing proficient in reading and math may be receiving additional educational support. (2013-2016) I am aware that in addition to the core curriculum, students who are not testing proficient in math and reading may be receiving additional educational support through intervention (RTI) classes or groups.	91%	91%	89%	77%
19. I am able to access information regarding my child's academic progress, attendance, curriculum resources and other information on a regular basis online and by using http://pvs.k12.nm.us or classroom website. (2013-2016) There are opportunities for two-way communication with my child's teacher(s).	78%	78%	81%	90%
20. I am able to access information regarding my child's academic progress, attendance, curriculum resources and other information on a regular basis online and by using http://pvs.k12.nm.us/ or classroom website. (2013-2016) I am aware that in addition to the core curriculum, students who do not test proficient in math and/or reading may be enrolled in an intervention elective class in the area of deficiency as indicated in the school EPSS.	81%	80%	81%	76%

Quality of Education Survey Results
Percent Responding Agree and Strongly Agree
6th Grade Academy

	2013-2014	2014-2015	2015-2016	2016-2017
Number	73	142	104	103
1. My child is safe at school.	65%	88%	96%	96%
2. My child's school building is in good repair and has sufficient space to support quality education.	77%	85%	87%	79%
3. My child's school holds high expectations for academic achievement.	86%	82%	94%	95%
4. School personnel encourage me to participate in my child's education.	80%	84%	91%	89%
5. The school offers adequate access to up-to-date computers and technology.	79%	67%	80%	72%
6. School staff maintains consistent discipline which is conducive to learning.	83%	84%	92%	83%
7. My child has an adequate choice of school-sponsored extracurricular activities.	70%	81%	81%	76%
8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	89%	89%	88%	91%
9. The school staff employs various instructional methods and strategies to meet my child's needs.	86%	74%	86%	85%
10. My child takes responsibility for his or her learning.	85%	91%	91%	93%
11. School transportation is safe and adequate for my child's wellbeing.	82%	82%	82%	79%
12. I have opportunities to participate in helping the school and district make decisions that affect overall instructions program and effective operation of our schools.	73%	75%	88%	85%
13. School staff is addressing bullying and cyber bullying at school, on the playground and on the bus appropriately.	49%	66%	85%	73%
14. School personnel utilize data from assessments to drive and adjust classroom instruction to meet the needs of my child.	70%	72%	85%	75%
15. My child has access to sufficient resources to facilitate learning within their school and/or classroom.	82%	80%	92%	86%
16. My child is receiving sufficient instructional time.	83%	83%	88%	86%
17. My child is receiving adequate daily homework sufficient to reinforce instruction.	86%	79%	89%	84%
18. I am aware that in addition to the core curriculum, students who are not testing proficient in reading and math may be receiving additional educational support. (2013-2016) I am aware that in addition to the core curriculum, students who are not testing proficient in math and reading may be receiving additional educational support through intervention (RTI) classes or groups.	90%	81%	83%	81%
19. I am able to access information regarding my child's academic progress, attendance, curriculum resources and other information on a regular basis online and by using http://pvs.k12.nm.us or classroom website. (2013-2016) There are opportunities for two-way communication with my child's teacher(s).	82%	79%	85%	89%
20. I am able to access information regarding my child's academic progress, attendance, curriculum resources and other information on a regular basis online and by using http://pvs.k12.nm.us/ or classroom website. (2013-2016) I am aware that in addition to the core curriculum, students who do not test proficient in math and/or reading may be enrolled in an intervention elective class in the area of deficiency as indicated in the school EPSS.	85%	82%	82%	80%

Quality of Education Survey Results
Percent Responding Agree and Strongly Agree
Pojoaque Middle School

	2013-2014	2014-2015	2015-2016	2016-2017
Number	211	237	227	111
1. My child is safe at school.	89%	91%	93%	90%
2. My child's school building is in good repair and has sufficient space to support quality education.	73%	78%	84%	80%
3. My child's school holds high expectations for academic achievement.	81%	83%	90%	90%
4. School personnel encourage me to participate in my child's education.	75%	79%	86%	77%
5. The school offers adequate access to up-to-date computers and technology.	70%	76%	80%	78%
6. School staff maintains consistent discipline which is conducive to learning.	76%	77%	82%	80%
7. My child has an adequate choice of school-sponsored extracurricular activities.	76%	75%	85%	78%
8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	77%	82%	78%	84%
9. The school staff employs various instructional methods and strategies to meet my child's needs.	71%	76%	75%	81%
10. My child takes responsibility for his or her learning.	90%	90%	91%	89%
11. School transportation is safe and adequate for my child's wellbeing.	74%	79%	89%	78%
12. I have opportunities to participate in helping the school and district make decisions that affect overall instructions program and effective operation of our schools.	67%	71%	77%	64%
13. School staff is addressing bullying and cyber bullying at school, on the playground and on the bus appropriately.	72%	70%	73%	66%
14. School personnel utilize data from assessments to drive and adjust classroom instruction to meet the needs of my child.	66%	72%	74%	58%
15. My child has access to sufficient resources to facilitate learning within their school and/or classroom.	70%	78%	80%	81%
16. My child is receiving sufficient instructional time.	74%	80%	74%	79%
17. My child is receiving adequate daily homework sufficient to reinforce instruction.	73%	82%	77%	83%
18. I am aware that in addition to the core curriculum, students who are not testing proficient in reading and math may be receiving additional educational support. (2013-2016) I am aware that in addition to the core curriculum, students who are not testing proficient in math and reading may be receiving additional educational support through intervention (RTI) classes or groups.	77%	78%	81%	75%
19. I am able to access information regarding my child's academic progress, attendance, curriculum resources and other information on a regular basis online and by using http://pvs.k12.nm.us or classroom website. (2013-2016) There are opportunities for two-way communication with my child's teacher(s).	81%	80%	79%	74%
20. I am able to access information regarding my child's academic progress, attendance, curriculum resources and other information on a regular basis online and by using http://pvs.k12.nm.us/ or classroom website. (2013-2016) I am aware that in addition to the core curriculum, students who do not test proficient in math and/or reading may be enrolled in an intervention elective class in the area of deficiency as indicated in the school EPSS.	79%	80%	81%	75%

**Quality of Education Survey Results
Percent Responding Agree and Strongly Agree
Pojoaque High School**

	2013-2014	2014-2015	2015-2016	2016-2017
Number	185	199		93
1. My child is safe at school.	82%	82%	91%	91%
2. My child's school building is in good repair and has sufficient space to support quality education.	80%	89%	91%	84%
3. My child's school holds high expectations for academic achievement.	78%	76%	85%	85%
4. School personnel encourage me to participate in my child's education.	63%	75%	73%	77%
5. The school offers adequate access to up-to-date computers and technology.	67%	68%	91%	79%
6. School staff maintains consistent discipline which is conducive to learning.	64%	69%	79%	78%
7. My child has an adequate choice of school-sponsored extracurricular activities.	77%	78%	91%	80%
8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	68%	79%	85%	80%
9. The school staff employs various instructional methods and strategies to meet my child's needs.	65%	65%	82%	73%
10. My child takes responsibility for his or her learning.	90%	91%	94%	89%
11. School transportation is safe and adequate for my child's wellbeing.	65%	68%	70%	74%
12. I have opportunities to participate in helping the school and district make decisions that affect overall instructions program and effective operation of our schools.	56%	65%	76%	70%
13. School staff is addressing bullying and cyber bullying at school, on the playground and on the bus appropriately.	54%	58%	61%	72%
14. School personnel utilize data from assessments to drive and adjust classroom instruction to meet the needs of my child.	59%	60%	58%	75%
15. My child has access to sufficient resources to facilitate learning within their school and/or classroom.	80%	70%	76%	79%
16. There are opportunities for two-way daily communication with my child's teacher(s).	68%	75%	61%	81%
17. My child is receiving sufficient instructional time.	74%	77%	70%	83%
18. My child is receiving adequate daily homework sufficient to reinforce instruction.	74%	75%	79%	79%
19. I am aware that in addition to the core curriculum, students who are not testing proficient in reading and math may be receiving additional educational support through intervention (RtI) classes or groups.	78%	71%	85%	81%
20. I am aware that in addition to the core curriculum, students who do not test proficient in math and/or reading may be enrolled in an intervention elective class in the area of deficiency as per the high school EPSS.	74%	70%	82%	82%

Standards-Based Criterion Referenced Student Performance Data

Standards-Based, Criterion-Referenced Student Performance Data and PARCC

Please note that several caveats are placed on the following reports so that the reader receives a picture of student-based teaching and learning.

- 1. Only totally completed assessments, those that were deemed useable and valid, were used in calculating the percentage proficient.**
- 2. The reports that follow provide a deeper look at the percent of students mastering standards.**
- 3. The data in all of the reports that follow are calculated for all groups and subgroups. Some groups are too small to give a statistically accurate picture of student success. Those cells are left blank.**

During the 2014-2015 school year, New Mexico changed assessments so that all students in grades 3 through high school take the PARCC. According to the information provided, there can be no comparison between the SBA and PARCC, but the data are presented together. Furthermore, NMPED is in the process of data analysis, and the data provided are what was available at the time of publication. NMPED has stressed that while the PARCC is divided into five levels, for graduation purposes only levels 3, 4, and 5 are used, and for determining the percent of students who were proficient for accountability purposes, only levels 4 and 5 are used.

Grade: 4													
	Reading/Language Arts				Mathematics				Science				
	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2013-14 N/%	SBA 2014-15 N/%	SBA 2015-16 N/%	SBA 2016-17 N/%	
All	128/56	146/24.7	143/20.3	135/20.7	128/54	145/18.6	143/16.1	135/20.7	128/57	144/45	144/43	136/43	
Native American	21/67	26/15.38	20/20.0	20/20	21/57	26/7.69	20/10.0	20/20	21/48	19/42	19/37	20/45	
Asian													
African American													
Hispanic	101/54	117/27.35	117/19.7	107/18.7	101/54	116/21.55	117/16.2	107/20.6	101/58	122/47	119/44	105/43	
Caucasian													
Special Education	5/20	25/0	13/7.7	13/0	5/0	22/0	13/15.4	13/0	5/20	14/14	12/8	7/28	
Economically Disadvantaged	85/52	92/15.22	101/18.8	96/14.6	85/46	92/8.7	101/10.9	96/15.6	85/50	88/37	101/42	96/35	
English Language Learner	128/56	15/0			128/54	15/0			128/57	144/45	140/44	123/45	

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Grade: 5										
	Reading/Language Arts					Mathematics				
	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%
All	145/59	132/22.0	132/22.0	148/22.3	145/15.9	145/56	133/16.5	133/16.5	149/22.8	146/13.7
Native American	22/55	27/29.63	27/29.63	17/23.5	21/14.3	22/60	27/22.22	27/22.22	17/23.5	21/9.5
Asian										
African American										
Hispanic	115/58	98/20.41	98/20.41	129/22.5	119/16.8	115/54	99/16.16	99/16.16	130/23.1	120/15.0
Caucasian										
Special Education	11/18	14/0	14/0	10/0.0	17/0	11/9	13/7.69	13/7.69	10/0.0	18/5.6
Economically Disadvantaged	105/53	89/17.98	89/17.98	86/16.3	106/14.2	105/51	89/14.61	89/14.61	87/14.9	107/9.3
English Language Learner	145/59					145/56				

Grade: 6										
	Reading/Language Arts					Mathematics				
	2012-13	2013-14	PARCC 2014-15	PARCC 2015-16	PARCC 2016-17	2012-13	2013-14	PARCC 2014-15	PARCC 2015-16	PARCC 2016-17
	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%	N/%
All	141/55	130/44	150/16.0	142/18.3	155/25.8	141/46	130/27	149/14.8	142/14.8	155/18.1
Native American	18/39	20/35	27/11.11	23/4.3	15/26.7	18/44	20/10	27/11.11	23/4.3	15/20
Asian										
African American										
Hispanic	115/57	104/45	116/17.24	110/20.9	135/25.2	115/46	104/31	115/14.78	110/18.2	135/17
Caucasian										
Special Education	15/13	11/0	13/0		15/0	15/13	11/9	13/0		15/0
Economically Disadvantaged	95/46	103/38	108/8.33	93/12.9	93/19.4	95/42	103/20	108/9.26	93/9.7	93/9.7
English Language Learner	25/8	129/44	12/0			25/8	129/27	11/0		

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Grade: 7														
	Reading/Language Arts				Mathematics				Science					
	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%		2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%		2013-14 N/%	SBA 2014-15 N/%	SBA 2015-16 N/%	SBA 2016-17 N/%
All	163/57	148/21.7	161/20.5	156/14.7		163/33	146/9.6	160/14.0	156/15.4		163/40	152/32	162/35	163/37
Native American	20/40	27/11.11	20/15.0	24/0		20/20	27/0	20/5.0	24/4.2		20/20	22/14	20/25	26/28
Asian														
African American														
Hispanic	131/60	111/25.23	131/19.8	121/18.2		131/36	109/11.93	130/14.6	121/17.4		131/43	124/35	133/35	126/40
Caucasian	9/63	10/10.0		10/10		9/38	10/10				9/51			9/22
Special Education	12/8	13/0	11/0.0	11/0		12/8	13/0	11/0.0	11/0		12/8	13/0	11/9	13/0
Economically Disadvantaged	111/52	100/14	102/17.6	91/9.9		111/28	98/7.14	102/7.8	91/11		111/31	100/25	103/28	95/29
English Language Learner	32/31	19/10.53				32/9	19/0				32/16	10/30	27/23	27/23

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Grade: 8										
	Reading/Language Arts					Mathematics				
	2012-13 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	2012-13 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%
All	159/53	172/52	159/34.6	150/23.3	167/22.2	159/34	172/25	131/0	118/6.8	121/0.8
Native American	26/54	29/48	25/28	20/10.0	21/23.8	26/36	29/14	26/0	17/0.0	16/0
Asian										
African American										
Hispanic	121/51	135/50	125/34.40	121/25.6	139/20.1	121/32	135/26	100/0	94/8.5	101/1
Caucasian										
Special Education	11/27	20/5	14/7.14	12/0.0	15/0	12/15	20/5	20/0	12/0.0	15/0
Economically Disadvantaged	100/47	111/45	104/31.73	99/18.2	109/15.6	100/27	111/20	100/0	84/6.0	86/1.2
English Language Learner	35/17	170/51	25/12			35/8	170/26	30/0		

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Grade 8					
	Algebra 1				
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%		
All	62/25.81	35/25.8	46/41.3		
Native American					
Asian					
African American					
Hispanic	52/25				
Caucasian					
Special Education					
Economically Disadvantaged	32/31.25				
English Language Learner					

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Grade: 9										
	Reading/Language Arts					Algebra 1				
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%			PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%		
All	186/16.13	169/29.0	176/17.0			160/1.88	192/5.7	144/4.2		
Female										
Male										
Native American	34/14.71	19/21.1	20/5.0			32/0	30/0.0	23/8.7		
Asian										
African American										
Hispanic	145/15.86	135/31.1	148/18.2			120/2.5	151/7.3	158/12		
Caucasian										
Special Education	23/0	13/15.4	18/0			26/0	22/0.0	15/0		
Economically Disadvantaged	129/10.85	108/25.9	106/12.3			113/0	136/3.7	117/8.5		
English Language Learner	19/0					22/0				

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Grade: 10										
	Reading/Language Arts					Geometry				
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%			PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%		
All	129/28.68	162/34.6	165/38.2			141/7.8	174/3.5	307/4.9		
Female										
Male										
Native American	22/22.73	27/22.2	24/25			24/8.33	17/0.0	24/0		
Asian										
African American										
Hispanic	99/29.29	129/36.4	125/38.4			113/7.96	144/3.5	135/8.1		
Caucasian										
Special Education	15/0	18/11.1	12/8.3			16/0	18/5.6	20/0		
Economically Disadvantaged	86/25.58	109/29.4	106/31.1			91/8.79	109/1.8	111/4.5		
English Language Learner	11/0					9/0				

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Grade: 11									
	Reading/Language Arts				Algebra 2				
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%		PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%		
All	135/36.30	132/36.4	122/55.7		88/10.23	98/9.2	135/11.1		
Female									
Male									
Native American	24/16.67	18/38.9	25/28		16/0	14/21.4	21/4.8		
Asian									
African American									
Hispanic	105/38.10	104/34.6	122/48.4		65/13.85	81/7.4	104/5.8		
Caucasian									
Special Education	15/0	14/0.0	17/11.8				9/0		
Economically Disadvantaged	86/33.73	88/31.8	98/39.8		51/11.76	59/13.6	83/8.4		
English Language Learner									

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High School Science					
	SBA 2014-15 N/%	SBA 2015-16 N/%	SBA 2016-17 N/%	SBA N/%	SBA N/%
All	145/27	137/31	154/24		
Female	75/26	62/27	79/18		
Male	70/27	75/33	75/28		
Native American	20/16	22/32	25/12		
Asian					
African American					
Hispanic	119/29	106/30	122/26		
Caucasian					
Special Education	15/0	14/14	17/6		
Economically Disadvantaged	87/25	92/28	97/17		
English Language Learner	36/21	60/29	10/0		