

New Mexico

NAEP proficiency level and percentile data as well as results from state assessments demonstrate the existence of substantial excellence gaps for Black, Hispanic, and Free and Reduced Lunch Eligible students. White students had higher average AP scores than Black and Hispanic students on AP tests and were more likely to make a “5” on an AP exam or take an AP exam. New Mexico state assessments have fairly rigorous standards for advanced status.

According to NAEP proficiency data, the percentage of students at the advanced level increased in Math except for a decline among Black students in Grade 4, with additional gains by non-FARM and white students in Reading Grade 4. The Excellence gap mostly increased in Math (both grades) and Reading Grade 4 (except for Hispanics), while it declined in Grade 8 Reading due to a decline among white and non-FARM students.

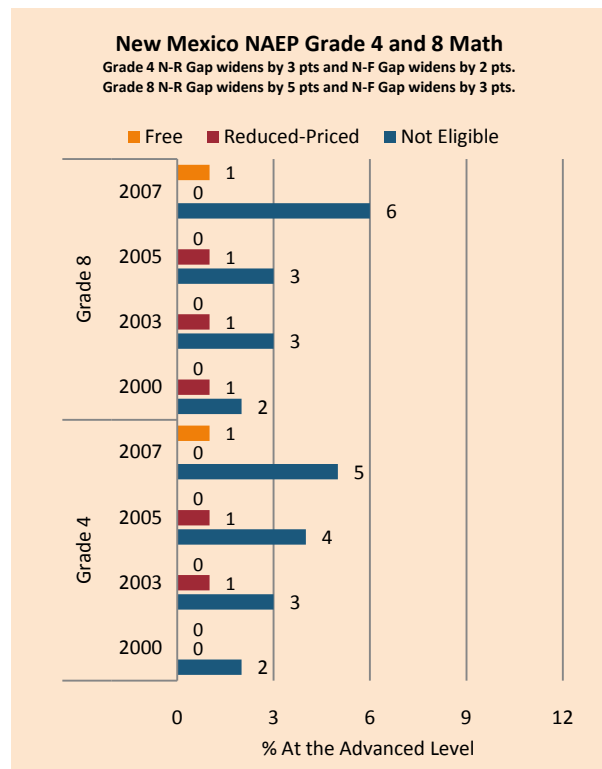
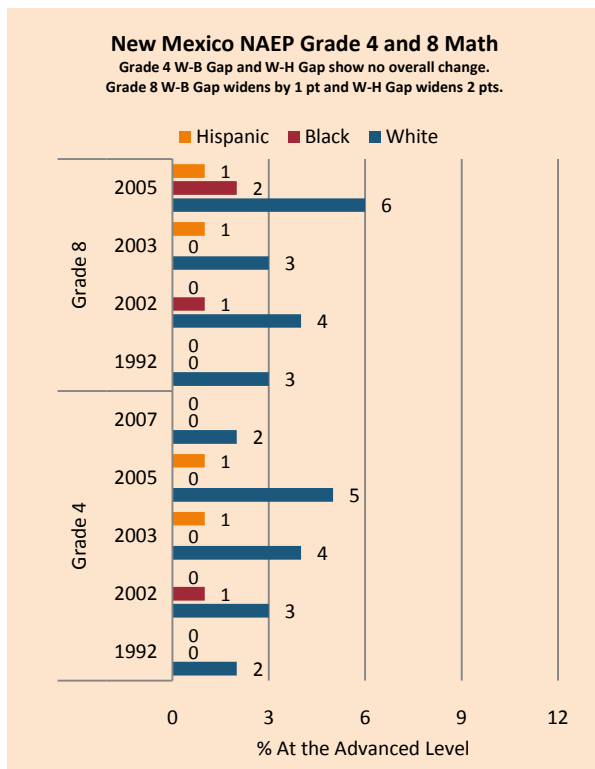
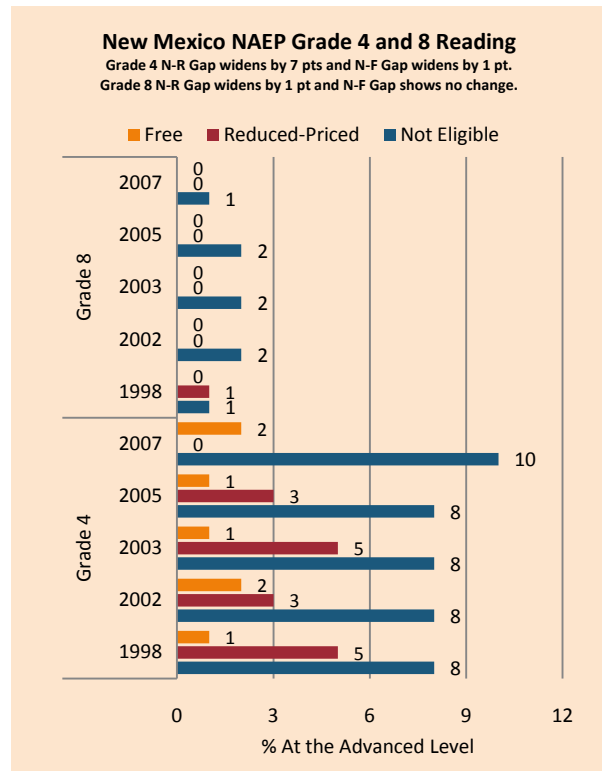
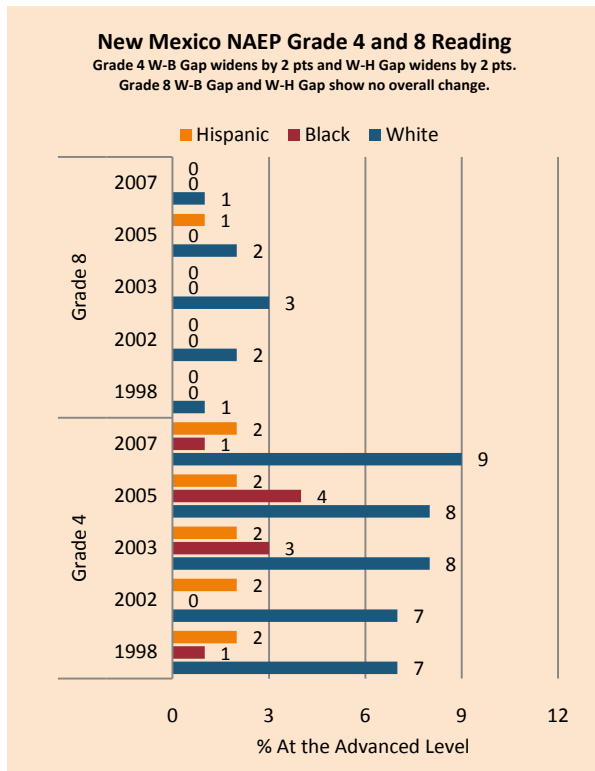
NAEP scale scores at the 90th percentile increased in Math and in Reading Grade 4 for all but Blacks, while there were declines among non-FARM, white and Black students in Reading Grade 8. Minority students improved more rapidly than white students in Math, as did Hispanic students in Reading Grade 4. FARM students fell further behind other students in Math and Reading Grade 4.

The percentage of advanced students across ethnic and income subgroups increased in Grade 7 Math and Reading and Grade 11 Math, with white and affluent students improving more quickly than low-income and minority students. In Grade 4 Math and Reading and Grade 11 Reading, however, there was a general deterioration in academic achievement and a shrinking of the excellence gap.

On the AP exam, there was an increase in achievement gaps in the percentage of tests receiving a 5 (weighted by enrollment) and the number of tests taken. In addition, the gap for Hispanic students increased as measured by mean scores and for the percentage of tests receiving a 5, while the gap for Black students decreased on these metrics.

Summary of State Policy as of 2006-2007

State	Mandate Identify	Mandate Services	Gifted Identified	Identified by Gender	Identified by Ethnicity	GT Funding	GT Funding per Identified
New Mexico	yes	yes	13,056	no	no	\$32,955,541	\$2,524.17



NAEP Scores at the 90 th Percentile				
Subject, Grade, Group	2003	2007	2003 Gap	2007 Gap
Math 4 Male	260	265	7	2
Math 4 Female	254	263		
Math 8 Male	309	313	3	5
Math 8 Female	306	308		
Reading 4 Male	249	256	3	-1
Reading 4 Female	252	255		
Reading 8 Male	289	287	9	7
Reading 8 Female	299	294		
Math 4 ELL	244	243	17	24
Math 4 NonELL	261	267		
Math 8 ELL	279	281	31	33
Math 8 NonELL	310	314		
Reading 4 ELL	232	228	23	30
Reading 4 NonELL	255	258		
Reading 8 ELL	270	261	28	33
Reading 8 NonELL	297	293		
Math 4 FARM	251	255	17	19
Math 4 NonFARM	267	274		
Math 8 FARM	293	297	22	27
Math 8 NonFARM	315	324		
Reading 4 FARM	243	245	21	23
Reading 4 NonFARM	264	268		
Reading 8 FARM	282	282	20	18
Reading 8 NonFARM	301	300		
Math 4 White	278	283		
Math 4 Black	251	265	26	19
Math 4 Hispanic	258	268	20	15
Math 8 White	321	325		
Math 8 Black	292	303	29	22
Math 8 Hispanic	294	299	27	26
Reading 4 White	265	267		
Reading 4 Black	248	246	17	21
Reading 4 Hispanic	242	246	23	21
Reading 8 White	307	301		
Reading 8 Black	288	284	20	17
Reading 8 Hispanic	283	284	24	17

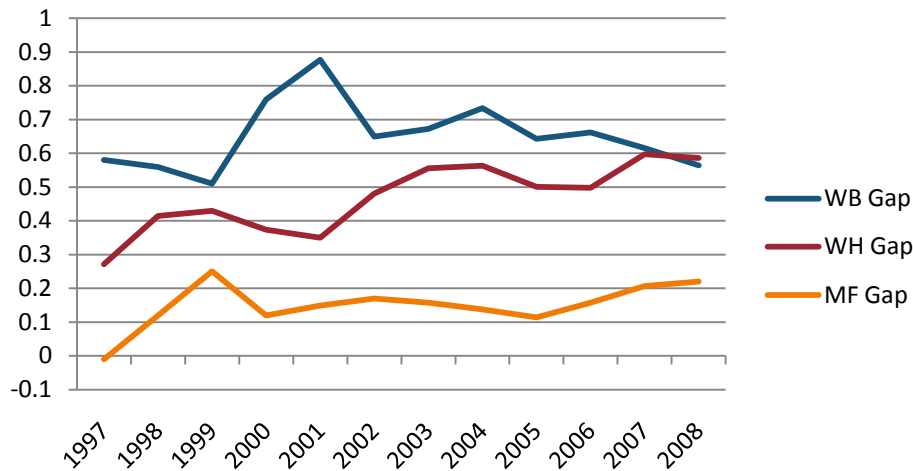
NM Standards Based Assessment Grade 4, 7, and 11 English/Language Arts Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					Grade 7					Grade 11				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2006	19	7	7	12	12	10	4	4	6	6	23	7	7	16	16
2007	18	8	7	10	11	15	5	5	10	10	12	7	4	5	8
2008	15	7	5	8	10	13	6	5	7	8	10	6	4	4	6

NM Standards Based Assessment Grade 4, 7, and 11 Mathematics Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					Grade 7					Grade 11				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2006	16	5	6	11	10	7	3	2	4	5	14	3	3	11	11
2007	19	8	7	11	12	10	2	2	8	8	13	5	3	8	10
2008	13	6	4	7	9	11	4	3	7	8	18	5	4	13	14

NM Standards Based Assessment Grade 4, 7, 11 English/Language Arts Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2006	20	6	14	10	3	7	10	7	3
2007	18	7	11	13	5	8	9	3	6
2008	16	5	11	14	4	10	9	3	6

NM Standards Based Assessment Grade 4, 7, 11 Mathematics Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2006	16	5	11	7	1	6	11	3	8
2007	19	6	13	9	2	7	10	2	8
2008	15	4	11	11	3	8	14	4	10

Gaps in Mean AP Scores



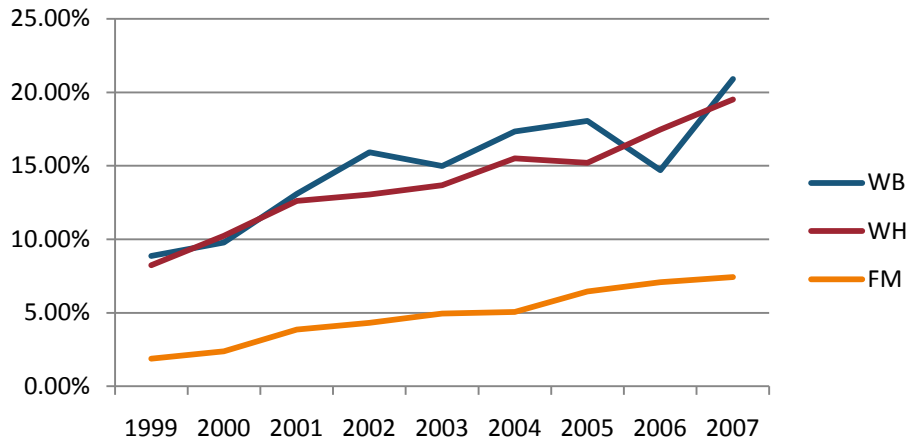
Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup*

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	12.21%	12.91%	14.78%	13.35%	11.40%	11.58%	13.00%	13.08%	10.42%	11.66%	10.98%	11.42%
Female	11.18%	10.78%	8.60%	9.72%	8.54%	7.88%	8.85%	10.34%	8.68%	9.36%	7.91%	7.54%
White	11.88%	13.31%	12.22%	12.42%	10.81%	11.09%	12.31%	14.12%	11.56%	12.03%	11.77%	11.75%
Black	4.00%	6.45%	2.08%	4.29%	0.00%	1.54%	5.38%	3.77%	4.07%	3.59%	4.07%	5.58%
Hispanic	11.40%	10.72%	9.53%	10.89%	8.56%	7.52%	9.12%	8.28%	6.17%	7.25%	5.16%	6.32%
M-F Gap	1.03%	2.13%	6.18%	3.62%	2.86%	3.70%	4.15%	2.74%	1.74%	2.31%	3.08%	3.88%
W-B Gap	7.88%	6.86%	10.14%	8.14%	10.81%	9.56%	6.93%	10.34%	7.49%	8.44%	7.70%	6.16%
W-H Gap	0.48%	2.59%	2.69%	1.53%	2.25%	3.58%	3.19%	5.84%	5.39%	4.78%	6.61%	5.43%

Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment*

	1999	2000	2001	2002	2003	2004	2005	2006	2007
Male	1.56%	1.55%	1.51%	1.75%	2.11%	2.36%	2.04%	2.52%	2.55%
Female	1.07%	1.36%	1.46%	1.53%	1.87%	2.39%	2.26%	2.68%	2.42%
White	1.75%	2.16%	2.27%	2.60%	3.09%	4.01%	3.53%	4.05%	4.37%
Black	0.11%	0.33%	0.00%	0.12%	0.55%	0.42%	0.51%	0.68%	0.66%
Hispanic	0.58%	0.78%	0.72%	0.78%	1.04%	1.07%	0.95%	1.17%	0.91%
M-F Gap	0.49%	0.19%	0.05%	0.22%	0.23%	-0.03%	-0.22%	-0.17%	0.13%
W-B Gap	1.64%	1.84%	2.27%	2.49%	2.55%	3.59%	3.02%	3.37%	3.71%
W-H Gap	1.17%	1.38%	1.55%	1.82%	2.05%	2.94%	2.58%	2.87%	3.46%

**Gaps in the Number of Tests Taken Weighted by Subgroup
Enrollment***



*The unit of analysis for AP data is the test, not the student. AP test results are presented as the number of scores received by members of each subgroup, NOT the number of students who received a given score on any exam. These numbers are not equivalent because some students take multiple tests.