I. Enrollment:

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Students with Disabilities</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>19</td>
<td>**</td>
<td>17</td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
<td>**</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>**</td>
<td>32</td>
</tr>
</tbody>
</table>

II. Achievement Data:

<table>
<thead>
<tr>
<th></th>
<th>Number of Students Tested</th>
<th>Participation Rate</th>
<th>Did Not Yet Met</th>
<th>Partially Met Expectations</th>
<th>Approaches</th>
<th>Met + Exceeded Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>34</td>
<td>100%</td>
<td>26%</td>
<td>35%</td>
<td>32%</td>
<td>6%</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>100%</td>
<td>26%</td>
<td>32%</td>
<td>37%</td>
<td>5%</td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
<td>100%</td>
<td>27%</td>
<td>40%</td>
<td>27%</td>
<td>7%</td>
</tr>
<tr>
<td>American Indian</td>
<td>34</td>
<td>100%</td>
<td>26%</td>
<td>35%</td>
<td>32%</td>
<td>6%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>English Learners</td>
<td>32</td>
<td>100%</td>
<td>28%</td>
<td>34%</td>
<td>31%</td>
<td>6%</td>
</tr>
<tr>
<td>Economic Disadvantaged</td>
<td>34</td>
<td>100%</td>
<td>26%</td>
<td>35%</td>
<td>32%</td>
<td>6%</td>
</tr>
</tbody>
</table>

English/Language Arts Spring 2016

- **94%** Proficient
- **6%** Non-Proficient

Percentage of Students

Proficiency Status
<table>
<thead>
<tr>
<th></th>
<th>Number of Students Tested</th>
<th>Participation Rate</th>
<th>Did Not Yet Met</th>
<th>Partially Met Expectations</th>
<th>Met + Exceeded Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>34</td>
<td>100%</td>
<td>15%</td>
<td>38%</td>
<td>47%</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>100%</td>
<td>16%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
<td>100%</td>
<td>13%</td>
<td>33%</td>
<td>53%</td>
</tr>
<tr>
<td>American Indian</td>
<td>34</td>
<td>100%</td>
<td>15%</td>
<td>38%</td>
<td>47%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>English Learners</td>
<td>32</td>
<td>100%</td>
<td>16%</td>
<td>34%</td>
<td>50%</td>
</tr>
<tr>
<td>Economic Disadvantaged</td>
<td>34</td>
<td>100%</td>
<td>15%</td>
<td>38%</td>
<td>47%</td>
</tr>
</tbody>
</table>

**Achievement profile represents grades: 3-6**

New Mexico State Assessment = Partnership for Assessment of Readiness for College and Careers (PARCC).

T’siya Day School