



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

ALAMOGORDO

NO CHILD LEFT BEHIND SUMMARY

ALAMOGORDO

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	16	100
Schools in School Improvement	2	13
Schools in Corrective Action	1	6
Schools in Restructuring	0	0

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

What do schools have to do in order to meet AYP?

Schools need to:

- a) Achieve a 95% participation rate on state assessments.
- b) Reach targets for proficiency or reduce non-proficiency.
- c) Reach targets for the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2006-2007 STUDENT DEMOGRAPHICS*

	ALAMOGORDO		STATE WIDE	
	Number	Percent	Number	Percent
Female	3160	49.0	159155	48.8
Male	3286	51.0	167000	51.2
Caucasian	3453	53.6	99600	30.5
African-American	450	7.0	8523	2.6
Hispanic	2294	35.6	178091	54.6
Asian/Pacific Islander	134	2.1	4246	1.3
American Indian	115	1.8	35679	10.9
English Language Learners	136	2.1	60832	18.7
Students with Disabilities	1076	16.7	48634	14.9
Free/Reduced Lunch Program	3492	54.2	193840	59.4
Migrant	0	0.0	796	0.2

*Source: STARS 120th day submission to Public Education Department.

NO CHILD LEFT BEHIND**2007-08 STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
ACADEMY DEL SOL ALT.	AYP Not Met	Progressing	ALAMOGORDO HIGH	AYP Not Met	CA
BUENA VISTA ELEM	Meets AYP	Progressing	CHAPARRAL MIDDLE	AYP Not Met	SI-2
HEIGHTS ELEMENTARY	Meets AYP	Progressing	HIGH ROLLS MTN ELEM	Meets AYP	Progressing
HOLLOMAN INTERMEDIAT	Meets AYP	Progressing	HOLLOMAN MIDDLE	Meets AYP	Progressing
HOLLOMAN PRIMARY	Meets AYP	Progressing	LA LUZ ELEMENTARY	Meets AYP	Progressing
MOUNTAIN VIEW MIDDLE	AYP Not Met	SI-2	NORTH ELEMENTARY	Meets AYP	Progressing
OREGON ELEMENTARY	Meets AYP	Progressing	SACRAMENTO ELEM	AYP Not Met	Progressing
SIERRA ELEMENTARY	Meets AYP	Progressing	YUCCA ELEMENTARY	Meets AYP	Progressing

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
All Students in Grades 3, 4 & 5	Reading Proficiency	49	71.3	78.7	63.1	62.4	79.2	86.7	63.5	53.9	36.8
All students in Grades 6, 7 & 8	Reading Proficiency	42	66.3	73.1	66.3	58.2	58.3	50.0	54.7	23.5	20.9
All Students in Grades 9 & 11	Reading Proficiency	45	47.2	54.2	38.3	36.1	52.6	35.7	33.7	10.0	6.4
ACADEMY DEL SOL ALT.	Reading Proficiency	45	15.4	***	***	***	***	***	16.7	***	***
ALAMOGORDO HIGH	Reading Proficiency	45	48.4	54.8	40.0	37.9	50.0	38.5	35.2	10.0	8.9
BUENA VISTA ELEM	Reading Proficiency	49	85.9	89.1	***	79.3	***	***	74.3	***	55.6
CHAPARRAL MIDDLE	Reading Proficiency	42	71.3	76.5	75.7	64.1	57.1	***	59.6	15.4	27.5
HEIGHTS ELEMENTARY	Reading Proficiency	49	70.6	77.8	66.7	64.3	***	***	52.0	***	***
HIGH ROLLS MTN ELEM	Reading Proficiency	49	***	***	***	***	***	***	***	***	***
HOLLOMAN INTERMEDIAT	Reading Proficiency	49	81.0	79.5	76.9	88.5	***	***	84.2	***	31.6
HOLLOMAN MIDDLE	Reading Proficiency	42	77.1	82.6	73.3	61.9	***	***	64.5	***	27.3
HOLLOMAN PRIMARY	Reading Proficiency	49	79.6	79.3	***	83.3	***	***	85.7	***	***
LA LUZ ELEMENTARY	Reading Proficiency	49	85.5	90.3	***	75.7	***	***	78.6	***	65.0
MOUNTAIN VIEW MIDDLE	Reading Proficiency	42	57.2	63.9	56.7	51.7	***	***	48.4	28.6	19.8
NORTH ELEMENTARY	Reading Proficiency	49	59.8	74.4	***	40.9	***	***	59.8	***	35.3
OREGON ELEMENTARY	Reading Proficiency	49	75.0	74.6	***	73.5	***	***	67.1	***	46.7
SACRAMENTO ELEM	Reading Proficiency	49	45.1	41.7	***	44.1	***	***	45.1	***	15.4
SIERRA ELEMENTARY	Reading Proficiency	49	83.6	88.7	***	76.1	***	***	79.0	***	47.4
YUCCA ELEMENTARY	Reading Proficiency	49	76.2	77.3	57.1	76.6	***	***	73.1	***	50.0
All Students in Grades 3, 4 & 5	Math Proficiency	33	54.5	63.0	32.1	46.6	70.8	60.0	45.5	33.3	26.8
All students in Grades 6, 7 & 8	Math Proficiency	20	35.9	43.0	24.1	28.7	33.3	31.3	25.5	2.9	7.5
All Students in Grades 9 & 11	Math Proficiency	27	42.1	49.2	25.5	30.6	47.4	57.1	29.5	<1.0	7.5
ACADEMY DEL SOL ALT.	Math Proficiency	27	7.7	***	***	***	***	***	8.3	***	***
ALAMOGORDO HIGH	Math Proficiency	27	43.3	49.6	26.7	32.9	44.4	61.5	31.1	<1.0	8.9
BUENA VISTA ELEM	Math Proficiency	33	59.8	56.4	***	69.0	***	***	48.6	***	33.3
CHAPARRAL MIDDLE	Math Proficiency	20	37.8	44.1	21.6	31.7	28.6	***	25.5	<1.0	7.8
HEIGHTS ELEMENTARY	Math Proficiency	33	55.9	60.0	33.3	57.1	***	***	42.0	***	***
HIGH ROLLS MTN ELEM	Math Proficiency	33	***	***	***	***	***	***	***	***	***
HOLLOMAN INTERMEDIAT	Math Proficiency	33	70.3	71.2	61.5	69.2	***	***	79.0	***	31.6
HOLLOMAN MIDDLE	Math Proficiency	20	44.0	50.7	13.3	42.9	***	***	45.2	***	27.3
HOLLOMAN PRIMARY	Math Proficiency	33	70.4	72.4	***	66.7	***	***	78.6	***	***
LA LUZ ELEMENTARY	Math Proficiency	33	76.1	75.0	***	75.7	***	***	67.1	***	60.0
MOUNTAIN VIEW MIDDLE	Math Proficiency	20	32.6	38.9	40.0	25.6	***	***	25.1	4.8	9.9
NORTH ELEMENTARY	Math Proficiency	33	33.0	41.9	***	27.3	***	***	33.0	***	11.8
OREGON ELEMENTARY	Math Proficiency	33	50.9	54.2	***	46.9	***	***	41.1	***	33.3

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Pacific	Asian/	American Indian/Alaskan Native			
SACRAMENTO ELEM	Math Proficiency	33	25.7	29.2	***	25.0	***	***	25.7	***	7.7	
SIERRA ELEMENTARY	Math Proficiency	33	77.6	87.1	***	67.4	***	***	72.6	***	57.9	
YUCCA ELEMENTARY	Math Proficiency	33	57.3	67.0	14.3	46.8	***	***	50.5	***	25.0	
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.3	94.9	93.9	93.5	96.8	92.6	93.7	95.3	93.5	
All students in Grades 6, 7 & 8	Attendance Rate	92	93.1	93.7	92.1	92.3	96.6	91.5	91.7	91.0	90.6	
BUENA VISTA ELEM	Attendance Rate	92	94.2	94.6	***	94.3	***	***	93.2	***	95.0	
CHAPARRAL MIDDLE	Attendance Rate	92	93.6	94.1	92.0	92.9	98.1	***	92.5	92.5	91.7	
HEIGHTS ELEMENTARY	Attendance Rate	92	92.2	93.4	92.4	90.5	***	***	91.1	***	***	
HIGH ROLLS MTN ELEM	Attendance Rate	92	***	***	***	***	***	***	***	***	***	
HOLLOMAN INTERMEDIAT	Attendance Rate	92	95.6	95.5	97.9	94.5	***	***	95.6	***	96.1	
HOLLOMAN MIDDLE	Attendance Rate	92	95.2	95.2	95.6	94.1	***	***	94.8	***	94.7	
HOLLOMAN PRIMARY	Attendance Rate	92	94.9	95.1	***	93.2	***	***	94.9	***	***	
LA LUZ ELEMENTARY	Attendance Rate	92	93.8	94.4	***	92.8	***	***	93.5	***	93.7	
MOUNTAIN VIEW MIDDLE	Attendance Rate	92	91.7	92.3	90.1	91.4	***	***	90.3	89.8	88.6	
NORTH ELEMENTARY	Attendance Rate	92	93.3	95.0	***	91.6	***	***	93.3	***	91.8	
OREGON ELEMENTARY	Attendance Rate	92	93.3	93.9	***	92.9	***	***	92.7	***	93.5	
SACRAMENTO ELEM	Attendance Rate	92	92.8	93.0	***	92.7	***	***	92.8	***	92.8	
SIERRA ELEMENTARY	Attendance Rate	92	97.2	97.5	***	96.9	***	***	96.9	***	96.6	
YUCCA ELEMENTARY	Attendance Rate	92	93.3	93.6	92.6	92.6	***	***	92.2	***	93.1	
All Students in Grade 12	Graduation Rate	90	91.6	92.4	92.9	89.1	100.0	100.0	86.8	75.0	88.5	
ACADEMY DEL SOL ALT.	Graduation Rate	90	82.8	***	***	***	***	***	79.0	***	***	
ALAMOGORDO HIGH	Graduation Rate	90	92.3	93.4	93.1	89.1	100.0	100.0	86.7	75.0	88.3	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	255	10	65	20	5	0	100	255	4	55	37	4	0
	Male	100	231	6	58	23	12	0	100	231	6	48	42	4	0
Ethnicity	Caucasian	100	235	12	66	18	4	0	100	235	7	60	31	2	0
	African-American	100	40	5	60	25	10	0	100	40	3	35	60	3	0
	Hispanic	99	187	3	57	27	12	1	100	187	3	43	47	6	1
	Asian/Pacific	100	16	19	50	13	19	0	100	16	6	50	38	6	0
	American Indian ¹	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Status	SWD ²	100	82	6	37	32	26	0	100	82	6	30	55	9	0
	ELL ³	100	11	0	55	27	18	0	100	11	0	55	45	0	0
	FRLP	100	311	5	56	28	11	0	100	311	3	44	47	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	486	8	62	22	8	0	100	486	5	51	39	4	0
	2005-06	100	469	9	60	24	7	0	100	466	5	53	36	6	0
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	231	22	51	21	6	0	100	231	26	32	37	6	0
	Male	100	235	10	53	29	7	0	100	235	18	41	34	6	0
Ethnicity	Caucasian	100	233	20	56	20	4	0	100	233	28	40	30	3	0
	African-American	100	33	12	39	27	21	0	100	33	12	24	42	21	0
	Hispanic	99	181	11	49	32	8	1	99	181	15	34	42	8	1
	Asian/Pacific	100	12	33	50	17	0	0	100	12	33	42	25	0	0
	American Indian ¹	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Status	SWD ²	99	75	12	28	36	23	1	99	75	17	15	53	13	1
	ELL ³	100	14	21	36	29	14	0	100	14	14	29	50	7	0
	FRLP	100	305	13	47	30	10	0	100	305	17	33	41	8	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	466	16	52	25	7	0	100	466	22	37	35	6	0
	2005-06	100	477	14	51	27	8	0	99	477	13	40	38	8	1
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

¹ includes Alaskan Natives ² SWD - Students with Disabilities ³ ELL - English Language Learners

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	228	19	59	18	4	0	100	228	7	39	47	7	0
	Male	100	241	13	55	28	4	0	100	241	7	42	42	9	0
Ethnicity	Caucasian	100	246	15	65	17	2	0	100	246	10	46	40	4	0
	African-American	100	37	24	46	24	5	0	100	37	8	16	65	11	0
	Hispanic	100	170	14	49	31	6	0	100	170	5	36	47	12	0
	Asian/Pacific	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	American Indian ¹	100	11	18	45	27	9	0	100	11	0	45	27	27	0
Status	SWD ²	100	75	8	24	47	21	0	100	75	3	17	53	27	0
	ELL ³	100	15	0	47	47	7	0	100	15	0	7	93	0	0
	FRLP	100	292	14	54	27	5	0	100	292	7	34	51	9	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	469	16	57	23	4	0	100	469	7	40	44	8	0
	2005-06	100	501	16	55	23	6	0	100	502	6	35	50	9	0
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	246	9	50	37	4	0	100	246	2	28	59	10	0
	Male	100	258	5	44	41	10	0	100	258	5	30	53	12	0
Ethnicity	Caucasian	100	256	6	54	34	5	0	100	256	4	35	55	6	0
	African-American	100	31	16	45	35	3	0	100	31	6	26	61	6	0
	Hispanic	100	202	7	38	45	10	0	100	202	4	23	56	17	0
	Asian/Pacific	100	10	0	60	40	0	0	100	10	10	30	60	0	0
	American Indian ¹	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Status	SWD ²	100	76	5	16	43	36	0	100	76	1	9	55	34	0
	ELL ³	100	15	0	13	67	20	0	100	15	0	0	67	33	0
	FRLP	100	296	5	38	46	11	0	100	296	3	21	61	16	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	504	7	47	39	7	0	100	504	4	29	56	11	0
	2005-06	100	477	6	48	40	5	0	100	477	4	28	55	13	0
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	244	27	52	18	4	0	100	243	5	27	53	15	0
	Male	100	244	9	55	32	4	0	100	244	4	26	53	16	0
Ethnicity	Caucasian	100	252	23	55	19	2	0	100	252	6	33	50	10	0
	African-American	100	38	8	66	24	3	0	100	38	0	13	68	18	0
	Hispanic	100	174	13	49	32	6	0	100	173	2	20	55	23	0
	Asian/Pacific	100	12	25	42	25	8	0	100	12	8	33	33	25	0
	American Indian ¹	100	12	0	58	33	8	0	100	12	8	17	50	25	0
Status	SWD ²	100	62	6	19	50	24	0	98	62	2	15	37	45	2
	ELL ³	100	13	8	31	38	23	0	100	13	0	8	38	54	0
	FRLP	100	261	10	52	32	6	0	100	261	2	22	53	23	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	488	18	53	25	4	0	100	487	5	26	53	16	0
	2005-06	100	466	16	50	26	8	0	99	466	5	30	44	20	1
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	216	9	68	19	3	0	100	216	7	39	43	11	0
	Male	100	239	5	67	18	10	0	100	239	11	32	41	16	0
Ethnicity	Caucasian	100	229	10	71	15	4	0	100	229	10	41	41	7	0
	African-American	100	34	3	65	18	15	0	100	34	18	24	29	29	0
	Hispanic	100	175	5	63	23	9	0	100	175	6	29	46	19	0
	Asian/Pacific	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	American Indian ¹	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Status	SWD ²	100	80	3	24	45	29	0	100	80	1	4	45	50	0
	ELL ³	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	FRLP	100	230	3	59	27	11	0	100	230	6	23	48	23	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	455	7	67	19	7	0	100	455	9	35	42	14	0
	2005-06	100	484	4	59	29	7	0	100	484	7	32	46	15	0
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

9TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	216	2	50	28	19	0	100	216	7	41	45	7	0
	Male	99	266	2	36	27	35	1	100	266	9	35	39	16	0
Ethnicity	Caucasian	100	277	3	49	27	21	0	99	277	12	42	36	9	1
	African-American	100	31	0	42	19	39	0	100	31	0	32	55	13	0
	Hispanic	99	151	1	31	28	38	1	100	151	4	28	52	17	0
	Asian/Pacific	100	12	0	42	50	8	0	100	12	0	58	42	0	0
	American Indian ¹	100	11	0	27	27	45	0	100	11	9	55	9	27	0
Status	SWD ²	97	75	3	7	23	65	3	99	75	0	7	41	51	1
	ELL ³	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	FRLP	100	221	0	31	30	38	0	100	221	3	29	48	20	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	482	2	43	27	28	1	100	482	8	38	42	12	0
	2005-06	100	482	2	60	24	13	0	100	483	6	39	45	10	0
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	98	221	10	45	33	10	2	99	221	8	31	46	14	1
	Male	100	244	5	37	39	18	0	100	244	8	28	45	18	0
Ethnicity	Caucasian	99	273	8	43	38	10	1	99	273	9	33	45	12	1
	African-American	100	27	11	30	30	30	0	100	27	7	11	48	33	0
	Hispanic	99	143	6	38	33	22	1	100	143	7	27	45	21	0
	Asian/Pacific	100	14	7	50	36	7	0	100	14	7	36	36	21	0
	American Indian ¹	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Status	SWD ²	98	41	2	5	39	51	2	98	41	0	12	29	56	2
	ELL ³	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	FRLP	98	143	5	30	39	24	2	97	143	4	21	46	26	3
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	465	8	41	36	14	1	99	465	8	29	45	16	1
	2005-06	100	454	17	45	25	13	0	100	454	6	28	43	23	0
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Ceballes, David	8
Cross, Rhonda	18
Halbig, Dr Joseph	12
Medina, Sue	32
Rickman, Dr Allan	11
Thompson, Lt.Col Deb	18

Source: 2006-07 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	23,772,759	60
Instructional Support Services	15,502,401	39
Students	4,025,497	26
Instruction	725,467	5
General Administration	843,596	5
School Administration	2,135,740	14
Central Services	1,972,745	13
Operations & Maintenance	5,799,356	37
Student Transportation	0	0
Non-Instructional Support	19,567	<1
Food Services	19,567	100
Community Services	0	0
Capital Outlay	6,894	<1
Total Expenditures	39,301,621	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 0.00%

		Emergency or provisional Credentials.	Core Classes not taught by Highly Qualified Teachers.	
Percent of Teachers High Poverty Schools		0.72%	7.8%	
Percent of Teachers Low Poverty Schools		0.15%	11.0%	
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	451	63.2	36.1	1.9
ACADEMY DEL SOL ALT.	10	20.0	70.0	0.0
ALAMOGORDO DIST OFF	11	63.6	36.4	***
ALAMOGORDO HIGH	113	60.2	38.9	3.5
BUENA VISTA ELEM	18	72.2	27.8	0.0
CHAPARRAL MIDDLE	47	66.0	34.0	0.0
HEIGHTS ELEMENTARY	20	60.0	40.0	14.3
HIGH ROLLS MTN ELEM	3	66.7	33.3	0.0
HOLLOMAN INTERMEDIAT	12	66.7	33.3	0.0
HOLLOMAN MIDDLE	18	44.4	55.6	3.3
HOLLOMAN PRIMARY	21	66.7	33.3	0.0
LA LUZ ELEMENTARY	20	85.0	10.0	0.0
MOUNTAIN VIEW MIDDLE	41	75.6	24.4	0.0
NORTH ELEMENTARY	22	54.5	45.5	0.0
OREGON ELEMENTARY	20	50.0	50.0	0.0
SACRAMENTO ELEM	25	72.0	28.0	0.0
SIERRA ELEMENTARY	18	61.1	38.9	5.0
YUCCA ELEMENTARY	32	65.6	34.4	0.0

* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

*** = missing or not available

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- Q2. My child's school building is in good repair and has sufficient space to support quality education.
- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0	
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7	
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1	
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1	
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1	
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0	
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4	
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4	
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7	
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1	
DISTRICT WIDE TOTALS	1	474	858	106	41	83	38	29.6	53.6	6.6	2.6	5.2	2.4	
DISTRICT WIDE TOTALS	2	316	819	239	115	72	39	19.8	51.2	14.9	7.2	4.5	2.4	
DISTRICT WIDE TOTALS	3	562	813	100	37	43	45	35.1	50.8	6.3	2.3	2.7	2.8	
DISTRICT WIDE TOTALS	4	545	782	139	48	42	44	34.1	48.9	8.7	3.0	2.6	2.8	
DISTRICT WIDE TOTALS	5	500	792	101	39	120	48	31.3	49.5	6.3	2.4	7.5	3.0	
DISTRICT WIDE TOTALS	6	529	733	120	122	59	37	33.1	45.8	7.5	7.6	3.7	2.3	
DISTRICT WIDE TOTALS	7	444	686	215	107	89	59	27.8	42.9	13.4	6.7	5.6	3.7	
DISTRICT WIDE TOTALS	8	677	635	111	50	80	47	42.3	39.7	6.9	3.1	5.0	2.9	
DISTRICT WIDE TOTALS	9	580	724	116	54	79	47	36.3	45.3	7.3	3.4	4.9	2.9	
DISTRICT WIDE TOTALS	10	628	689	136	74	44	29	39.3	43.1	8.5	4.6	2.8	1.8	
ACADEMY DEL SOL ALT.	1	54	28	6	1	4	2	56.8	29.5	6.3	1.1	4.2	2.1	
ACADEMY DEL SOL ALT.	2	49	33	5	2	2	4	51.6	34.7	5.3	2.1	2.1	4.2	
ACADEMY DEL SOL ALT.	3	57	28	5	0	2	3	60.0	29.5	5.3	0.0	2.1	3.2	
ACADEMY DEL SOL ALT.	4	51	34	1	3	4	2	53.7	35.8	1.1	3.2	4.2	2.1	
ACADEMY DEL SOL ALT.	5	54	32	3	3	1	2	56.8	33.7	3.2	3.2	1.1	2.1	
ACADEMY DEL SOL ALT.	6	15	5	7	61	7	0	15.8	5.3	7.4	64.2	7.4	0.0	
ACADEMY DEL SOL ALT.	7	56	20	2	2	9	6	58.9	21.1	2.1	2.1	9.5	6.3	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
ACADEMY DEL SOL ALT.	8	71	17	0	1	2	4	74.7	17.9	0.0	1.1	2.1	4.2	
ACADEMY DEL SOL ALT.	9	48	27	4	7	7	2	50.5	28.4	4.2	7.4	7.4	2.1	
ACADEMY DEL SOL ALT.	10	26	14	14	32	6	3	27.4	14.7	14.7	33.7	6.3	3.2	
ALAMOGORDO DIST OFF	1	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
ALAMOGORDO DIST OFF	2	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0	
ALAMOGORDO DIST OFF	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
ALAMOGORDO DIST OFF	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
ALAMOGORDO DIST OFF	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
ALAMOGORDO DIST OFF	6	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
ALAMOGORDO DIST OFF	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
ALAMOGORDO DIST OFF	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
ALAMOGORDO DIST OFF	9	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
ALAMOGORDO DIST OFF	10	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
ALAMOGORDO HIGH	1	24	79	19	14	7	2	16.6	54.5	13.1	9.7	4.8	1.4	
ALAMOGORDO HIGH	2	11	62	39	24	8	1	7.6	42.8	26.9	16.6	5.5	0.7	
ALAMOGORDO HIGH	3	26	65	27	15	10	2	17.9	44.8	18.6	10.3	6.9	1.4	
ALAMOGORDO HIGH	4	21	51	46	21	3	3	14.5	35.2	31.7	14.5	2.1	2.1	
ALAMOGORDO HIGH	5	18	78	25	8	13	3	12.4	53.8	17.2	5.5	9.0	2.1	
ALAMOGORDO HIGH	6	14	57	32	32	9	1	9.7	39.3	22.1	22.1	6.2	0.7	
ALAMOGORDO HIGH	7	24	86	16	16	1	2	16.6	59.3	11.0	11.0	0.7	1.4	
ALAMOGORDO HIGH	8	23	72	30	13	6	1	15.9	49.7	20.7	9.0	4.1	0.7	
ALAMOGORDO HIGH	9	11	78	28	11	14	3	7.6	53.8	19.3	7.6	9.7	2.1	
ALAMOGORDO HIGH	10	64	67	7	4	2	1	44.1	46.2	4.8	2.8	1.4	0.7	
BUENA VISTA ELEM	1	50	70	8	0	1	1	38.5	53.8	6.2	0.0	0.8	0.8	
BUENA VISTA ELEM	2	11	50	32	30	7	0	8.5	38.5	24.6	23.1	5.4	0.0	
BUENA VISTA ELEM	3	64	58	2	1	4	1	49.2	44.6	1.5	0.8	3.1	0.8	
BUENA VISTA ELEM	4	59	61	5	3	1	1	45.4	46.9	3.8	2.3	0.8	0.8	

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion										
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
BUENA VISTA ELEM	5	41	65	7	3	11	3	31.5	50.0	5.4	2.3	8.5	2.3			
BUENA VISTA ELEM	6	48	66	7	2	6	1	36.9	50.8	5.4	1.5	4.6	0.8			
BUENA VISTA ELEM	7	30	52	30	5	9	4	23.1	40.0	23.1	3.8	6.9	3.1			
BUENA VISTA ELEM	8	84	39	5	2	0	0	64.6	30.0	3.8	1.5	0.0	0.0			
BUENA VISTA ELEM	9	48	71	4	2	3	2	36.9	54.6	3.1	1.5	2.3	1.5			
BUENA VISTA ELEM	10	65	55	6	2	2	0	50.0	42.3	4.6	1.5	1.5	0.0			
CHAPARRAL MIDDLE	1	15	102	12	2	3	1	11.1	75.6	8.9	1.5	2.2	0.7			
CHAPARRAL MIDDLE	2	20	88	19	4	3	1	14.8	65.2	14.1	3.0	2.2	0.7			
CHAPARRAL MIDDLE	3	37	87	2	3	5	1	27.4	64.4	1.5	2.2	3.7	0.7			
CHAPARRAL MIDDLE	4	22	86	17	8	1	1	16.3	63.7	12.6	5.9	0.7	0.7			
CHAPARRAL MIDDLE	5	27	81	12	2	10	3	20.0	60.0	8.9	1.5	7.4	2.2			
CHAPARRAL MIDDLE	6	31	74	19	3	6	2	23.0	54.8	14.1	2.2	4.4	1.5			
CHAPARRAL MIDDLE	7	33	61	22	12	6	1	24.4	45.2	16.3	8.9	4.4	0.7			
CHAPARRAL MIDDLE	8	42	70	15	6	2	0	31.1	51.9	11.1	4.4	1.5	0.0			
CHAPARRAL MIDDLE	9	20	86	11	4	10	4	14.8	63.7	8.1	3.0	7.4	3.0			
CHAPARRAL MIDDLE	10	58	67	9	0	1	0	43.0	49.6	6.7	0.0	0.7	0.0			
HEIGHTS ELEMENTARY	1	25	63	6	4	4	1	24.3	61.2	5.8	3.9	3.9	1.0			
HEIGHTS ELEMENTARY	2	8	61	15	12	6	1	7.8	59.2	14.6	11.7	5.8	1.0			
HEIGHTS ELEMENTARY	3	27	69	6	0	1	0	26.2	67.0	5.8	0.0	1.0	0.0			
HEIGHTS ELEMENTARY	4	40	55	5	0	1	2	38.8	53.4	4.9	0.0	1.0	1.9			
HEIGHTS ELEMENTARY	5	21	70	3	0	8	1	20.4	68.0	2.9	0.0	7.8	1.0			
HEIGHTS ELEMENTARY	6	31	65	1	1	4	1	30.1	63.1	1.0	1.0	3.9	1.0			
HEIGHTS ELEMENTARY	7	12	55	18	9	7	2	11.7	53.4	17.5	8.7	6.8	1.9			
HEIGHTS ELEMENTARY	8	58	42	0	1	2	0	56.3	40.8	0.0	1.0	1.9	0.0			
HEIGHTS ELEMENTARY	9	28	62	6	2	3	2	27.2	60.2	5.8	1.9	2.9	1.9			
HEIGHTS ELEMENTARY	10	29	61	9	3	0	1	28.2	59.2	8.7	2.9	0.0	1.0			
HIGH ROLLS MTN ELEM	1	3	13	0	0	2	3	14.3	61.9	0.0	0.0	9.5	14.3			

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
HIGH ROLLS MTN ELEM	2	6	8	1	0	3	3	28.6	38.1	4.8	0.0	14.3	14.3	
HIGH ROLLS MTN ELEM	3	9	9	0	0	0	3	42.9	42.9	0.0	0.0	0.0	14.3	
HIGH ROLLS MTN ELEM	4	11	7	0	0	0	3	52.4	33.3	0.0	0.0	0.0	14.3	
HIGH ROLLS MTN ELEM	5	5	10	0	0	2	4	23.8	47.6	0.0	0.0	9.5	19.0	
HIGH ROLLS MTN ELEM	6	12	5	0	0	0	4	57.1	23.8	0.0	0.0	0.0	19.0	
HIGH ROLLS MTN ELEM	7	6	11	0	0	1	3	28.6	52.4	0.0	0.0	4.8	14.3	
HIGH ROLLS MTN ELEM	8	12	5	0	0	0	4	57.1	23.8	0.0	0.0	0.0	19.0	
HIGH ROLLS MTN ELEM	9	10	3	1	4	0	3	47.6	14.3	4.8	19.0	0.0	14.3	
HIGH ROLLS MTN ELEM	10	7	5	4	1	1	3	33.3	23.8	19.0	4.8	4.8	14.3	
HOLLOMAN INTERMEDIAT	1	17	26	8	2	3	2	29.3	44.8	13.8	3.4	5.2	3.4	
HOLLOMAN INTERMEDIAT	2	11	35	3	4	3	2	19.0	60.3	5.2	6.9	5.2	3.4	
HOLLOMAN INTERMEDIAT	3	20	28	5	2	0	3	34.5	48.3	8.6	3.4	0.0	5.2	
HOLLOMAN INTERMEDIAT	4	18	32	3	2	1	2	31.0	55.2	5.2	3.4	1.7	3.4	
HOLLOMAN INTERMEDIAT	5	23	29	2	2	1	1	39.7	50.0	3.4	3.4	1.7	1.7	
HOLLOMAN INTERMEDIAT	6	19	33	2	3	0	1	32.8	56.9	3.4	5.2	0.0	1.7	
HOLLOMAN INTERMEDIAT	7	15	28	7	3	0	5	25.9	48.3	12.1	5.2	0.0	8.6	
HOLLOMAN INTERMEDIAT	8	19	26	6	2	0	5	32.8	44.8	10.3	3.4	0.0	8.6	
HOLLOMAN INTERMEDIAT	9	21	24	1	4	7	1	36.2	41.4	1.7	6.9	12.1	1.7	
HOLLOMAN INTERMEDIAT	10	11	11	24	9	3	0	19.0	19.0	41.4	15.5	5.2	0.0	
HOLLOMAN MIDDLE	1	37	51	12	4	3	7	32.5	44.7	10.5	3.5	2.6	6.1	
HOLLOMAN MIDDLE	2	31	61	11	3	2	6	27.2	53.5	9.6	2.6	1.8	5.3	
HOLLOMAN MIDDLE	3	49	46	9	2	1	7	43.0	40.4	7.9	1.8	0.9	6.1	
HOLLOMAN MIDDLE	4	36	57	7	1	6	7	31.6	50.0	6.1	0.9	5.3	6.1	
HOLLOMAN MIDDLE	5	45	44	10	3	9	3	39.5	38.6	8.8	2.6	7.9	2.6	
HOLLOMAN MIDDLE	6	55	43	8	1	1	6	48.2	37.7	7.0	0.9	0.9	5.3	
HOLLOMAN MIDDLE	7	28	51	18	7	6	4	24.6	44.7	15.8	6.1	5.3	3.5	
HOLLOMAN MIDDLE	8	29	34	21	9	16	5	25.4	29.8	18.4	7.9	14.0	4.4	

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- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q#	Q#	#SA	#A	#D	#SD	#K	#0	%SA	%A	%D	%SD	%K	%O
HOLLOMAN MIDDLE	9	56	45	4	1	2	6	49.1	39.5	3.5	0.9	1.8	5.3
HOLLOMAN MIDDLE	10	48	46	8	4	2	6	42.1	40.4	7.0	3.5	1.8	5.3
HOLLOMAN PRIMARY	1	47	30	0	1	0	2	58.8	37.5	0.0	1.3	0.0	2.5
HOLLOMAN PRIMARY	2	15	36	20	4	4	1	18.8	45.0	25.0	5.0	5.0	1.3
HOLLOMAN PRIMARY	3	28	40	7	1	3	1	35.0	50.0	8.8	1.3	3.8	1.3
HOLLOMAN PRIMARY	4	35	33	7	3	0	2	43.8	41.3	8.8	3.8	0.0	2.5
HOLLOMAN PRIMARY	5	20	35	3	1	19	2	25.0	43.8	3.8	1.3	23.8	2.5
HOLLOMAN PRIMARY	6	28	39	4	1	6	2	35.0	48.8	5.0	1.3	7.5	2.5
HOLLOMAN PRIMARY	7	9	21	22	15	8	5	11.3	26.3	27.5	18.8	10.0	6.3
HOLLOMAN PRIMARY	8	45	29	4	1	0	1	56.3	36.3	5.0	1.3	0.0	1.3
HOLLOMAN PRIMARY	9	29	35	9	2	2	3	36.3	43.8	11.3	2.5	2.5	3.8
HOLLOMAN PRIMARY	10	26	41	7	1	2	3	32.5	51.3	8.8	1.3	2.5	3.8
LA LUZ ELEMENTARY	1	17	43	3	3	4	4	23.0	58.1	4.1	4.1	5.4	5.4
LA LUZ ELEMENTARY	2	15	36	10	9	4	0	20.3	48.6	13.5	12.2	5.4	0.0
LA LUZ ELEMENTARY	3	28	38	1	4	0	3	37.8	51.4	1.4	5.4	0.0	4.1
LA LUZ ELEMENTARY	4	30	32	3	3	1	5	40.5	43.2	4.1	4.1	1.4	6.8
LA LUZ ELEMENTARY	5	27	34	1	5	3	4	36.5	45.9	1.4	6.8	4.1	5.4
LA LUZ ELEMENTARY	6	28	36	2	4	1	3	37.8	48.6	2.7	5.4	1.4	4.1
LA LUZ ELEMENTARY	7	27	31	2	9	1	4	36.5	41.9	2.7	12.2	1.4	5.4
LA LUZ ELEMENTARY	8	32	28	5	5	1	3	43.2	37.8	6.8	6.8	1.4	4.1
LA LUZ ELEMENTARY	9	28	27	6	6	4	3	37.8	36.5	8.1	8.1	5.4	4.1
LA LUZ ELEMENTARY	10	39	29	1	2	0	3	52.7	39.2	1.4	2.7	0.0	4.1
MOUNTAIN VIEW MIDDLE	1	24	46	4	2	9	2	27.6	52.9	4.6	2.3	10.3	2.3
MOUNTAIN VIEW MIDDLE	2	23	54	4	1	3	2	26.4	62.1	4.6	1.1	3.4	2.3
MOUNTAIN VIEW MIDDLE	3	20	48	13	1	3	2	23.0	55.2	14.9	1.1	3.4	2.3
MOUNTAIN VIEW MIDDLE	4	20	50	8	1	6	2	23.0	57.5	9.2	1.1	6.9	2.3
MOUNTAIN VIEW MIDDLE	5	20	46	9	3	7	2	23.0	52.9	10.3	3.4	8.0	2.3

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 Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion										
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
MOUNTAIN VIEW MIDDLE	6	22	48	9	5	3	0	25.3	55.2	10.3	5.7	3.4	0.0			
MOUNTAIN VIEW MIDDLE	7	17	48	9	7	4	2	19.5	55.2	10.3	8.0	4.6	2.3			
MOUNTAIN VIEW MIDDLE	8	18	42	10	4	11	2	20.7	48.3	11.5	4.6	12.6	2.3			
MOUNTAIN VIEW MIDDLE	9	20	48	9	3	5	2	23.0	55.2	10.3	3.4	5.7	2.3			
MOUNTAIN VIEW MIDDLE	10	21	36	9	10	10	1	24.1	41.4	10.3	11.5	11.5	1.1			
NORTH ELEMENTARY	1	23	26	2	1	5	6	36.5	41.3	3.2	1.6	7.9	9.5			
NORTH ELEMENTARY	2	18	29	3	3	5	5	28.6	46.0	4.8	4.8	7.9	7.9			
NORTH ELEMENTARY	3	14	35	6	0	1	7	22.2	55.6	9.5	0.0	1.6	11.1			
NORTH ELEMENTARY	4	18	30	2	0	7	6	28.6	47.6	3.2	0.0	11.1	9.5			
NORTH ELEMENTARY	5	22	26	3	2	2	8	34.9	41.3	4.8	3.2	3.2	12.7			
NORTH ELEMENTARY	6	30	23	3	0	2	5	47.6	36.5	4.8	0.0	3.2	7.9			
NORTH ELEMENTARY	7	26	20	5	1	3	8	41.3	31.7	7.9	1.6	4.8	12.7			
NORTH ELEMENTARY	8	18	28	3	0	5	9	28.6	44.4	4.8	0.0	7.9	14.3			
NORTH ELEMENTARY	9	22	21	4	2	9	5	34.9	33.3	6.3	3.2	14.3	7.9			
NORTH ELEMENTARY	10	24	26	9	2	2	0	38.1	41.3	14.3	3.2	3.2	0.0			
OREGON ELEMENTARY	1	37	55	5	1	2	0	37.0	55.0	5.0	1.0	2.0	0.0			
OREGON ELEMENTARY	2	17	64	13	2	2	2	17.0	64.0	13.0	2.0	2.0	2.0			
OREGON ELEMENTARY	3	52	40	3	0	2	3	52.0	40.0	3.0	0.0	2.0	3.0			
OREGON ELEMENTARY	4	47	46	4	0	1	2	47.0	46.0	4.0	0.0	1.0	2.0			
OREGON ELEMENTARY	5	34	43	6	2	13	2	34.0	43.0	6.0	2.0	13.0	2.0			
OREGON ELEMENTARY	6	32	53	8	1	3	3	32.0	53.0	8.0	1.0	3.0	3.0			
OREGON ELEMENTARY	7	15	38	28	5	13	1	15.0	38.0	28.0	5.0	13.0	1.0			
OREGON ELEMENTARY	8	68	27	1	1	0	3	68.0	27.0	1.0	1.0	0.0	3.0			
OREGON ELEMENTARY	9	43	43	7	0	5	2	43.0	43.0	7.0	0.0	5.0	2.0			
OREGON ELEMENTARY	10	47	46	5	1	0	1	47.0	46.0	5.0	1.0	0.0	1.0			
SACRAMENTO ELEM	1	29	50	5	1	13	0	29.6	51.0	5.1	1.0	13.3	0.0			
SACRAMENTO ELEM	2	25	45	6	5	15	2	25.5	45.9	6.1	5.1	15.3	2.0			

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
SACRAMENTO ELEM	3	31	50	4	5	6	2	31.6	51.0	4.1	5.1	6.1	2.0	
SACRAMENTO ELEM	4	30	52	6	1	8	1	30.6	53.1	6.1	1.0	8.2	1.0	
SACRAMENTO ELEM	5	43	49	1	3	1	1	43.9	50.0	1.0	3.1	1.0	1.0	
SACRAMENTO ELEM	6	60	32	2	2	1	1	61.2	32.7	2.0	2.0	1.0	1.0	
SACRAMENTO ELEM	7	46	42	5	1	2	2	46.9	42.9	5.1	1.0	2.0	2.0	
SACRAMENTO ELEM	8	44	47	3	2	1	1	44.9	48.0	3.1	2.0	1.0	1.0	
SACRAMENTO ELEM	9	58	36	1	2	0	1	59.2	36.7	1.0	2.0	0.0	1.0	
SACRAMENTO ELEM	10	49	44	4	0	1	0	50.0	44.9	4.1	0.0	1.0	0.0	
SIERRA ELEMENTARY	1	26	82	7	0	17	5	19.0	59.9	5.1	0.0	12.4	3.6	
SIERRA ELEMENTARY	2	35	75	16	2	2	7	25.5	54.7	11.7	1.5	1.5	5.1	
SIERRA ELEMENTARY	3	48	76	4	2	2	5	35.0	55.5	2.9	1.5	1.5	3.6	
SIERRA ELEMENTARY	4	44	80	7	0	2	4	32.1	58.4	5.1	0.0	1.5	2.9	
SIERRA ELEMENTARY	5	55	63	9	0	3	7	40.1	46.0	6.6	0.0	2.2	5.1	
SIERRA ELEMENTARY	6	57	66	5	1	2	6	41.6	48.2	3.6	0.7	1.5	4.4	
SIERRA ELEMENTARY	7	70	54	6	0	2	5	51.1	39.4	4.4	0.0	1.5	3.6	
SIERRA ELEMENTARY	8	31	62	3	0	34	7	22.6	45.3	2.2	0.0	24.8	5.1	
SIERRA ELEMENTARY	9	89	36	4	0	1	7	65.0	26.3	2.9	0.0	0.7	5.1	
SIERRA ELEMENTARY	10	48	59	12	1	12	5	35.0	43.1	8.8	0.7	8.8	3.6	
YUCCA ELEMENTARY	1	46	93	9	5	6	0	28.9	58.5	5.7	3.1	3.8	0.0	
YUCCA ELEMENTARY	2	21	82	41	10	3	2	13.2	51.6	25.8	6.3	1.9	1.3	
YUCCA ELEMENTARY	3	52	95	6	1	3	2	32.7	59.7	3.8	0.6	1.9	1.3	
YUCCA ELEMENTARY	4	63	75	18	2	0	1	39.6	47.2	11.3	1.3	0.0	0.6	
YUCCA ELEMENTARY	5	45	86	7	2	17	2	28.3	54.1	4.4	1.3	10.7	1.3	
YUCCA ELEMENTARY	6	47	87	11	5	8	1	29.6	54.7	6.9	3.1	5.0	0.6	
YUCCA ELEMENTARY	7	30	67	25	15	17	5	18.9	42.1	15.7	9.4	10.7	3.1	
YUCCA ELEMENTARY	8	83	66	5	3	0	2	52.2	41.5	3.1	1.9	0.0	1.3	
YUCCA ELEMENTARY	9	49	81	17	4	7	1	30.8	50.9	10.7	2.5	4.4	0.6	

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
YUCCA ELEMENTARY	10	66	81	8	2	0	2	41.5	50.9	5.0	1.3	0.0	1.3

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD- Students with Disabilities.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequate Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%).