



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

Printed: 10/14/2008

RIO RANCHO

NO CHILD LEFT BEHIND SUMMARY

RIO RANCHO		
AYP Rating: AYP Not Met		
Improvement Status: Progressing		
	Total Number	Percent
Schools rated in district	15	100
Schools in School Improvement	1	7
Schools in Corrective Action	3	20
Schools in Restructuring	0	0

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

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).

2006-2007 STUDENT DEMOGRAPHICS*

	RIO RANCHO		STATE WIDE	
	Number	Percent	Number	Percent
Female	7179	48.4	159155	48.8
Male	7668	51.6	167000	51.2
Caucasian	7381	49.7	99600	30.5
African-American	659	4.4	8523	2.6
Hispanic	5865	39.5	178091	54.6
Asian/Pacific Islander	326	2.2	4246	1.3
American Indian	616	4.1	35679	10.9
English Language Learners	709	4.8	60832	18.7
Students with Disabilities	1973	13.3	48634	14.9
Free/Reduced Lunch Program	4671	31.5	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
COLINAS DEL NORTE EL	Meets AYP	Progressing	EAGLE RIDGE MIDDLE	Meets AYP	SI-2 delay
ENCHANTED HILLS ELEM	Meets AYP	Progressing	ERNEST STAPLETON ELE	AYP Not Met	Progressing
INDEPENDENCE HIGH SCH	AYP Not Met	CA	LINCOLN MIDDLE	AYP Not Met	Progressing
MAGGIE CORDOVA	Meets AYP	Progressing	MARTIN KING JR ELEM	AYP Not Met	Progressing
MOUNTAIN VIEW MIDDLE	Meets AYP	Progressing	PUESTA DEL SOL ELEM	AYP Not Met	Progressing
RIO RANCHO CYBER ACD	AYP Not Met	Progressing	RIO RANCHO ELEM	Meets AYP	Progressing
RIO RANCHO HIGH	AYP Not Met	CA	RIO RANCHO MID HIGH	AYP Not Met	CA
VISTA GRANDE ELEM	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	72.5	78.3	70.5	66.8	66.1	63.2	60.0	48.4	33.6
All students in Grades 6, 7 & 8	Reading Proficiency	42	67.8	72.1	58.5	62.8	74.1	66.7	55.7	43.5	20.6
All Students in Grades 9 & 11	Reading Proficiency	45	62.9	69.3	50.0	55.6	69.7	50.9	47.7	21.9	17.3
COLINAS DEL NORTE EL	Reading Proficiency	49	65.3	71.6	***	61.0	***	57.1	59.6	43.9	34.0
EAGLE RIDGE MIDDLE	Reading Proficiency	42	58.2	62.7	61.9	51.4	***	73.2	48.8	35.0	23.3
ENCHANTED HILLS ELEM	Reading Proficiency	49	84.3	87.0	***	80.7	***	***	76.4	76.9	50.0
ERNEST STAPLETON ELE	Reading Proficiency	49	65.7	68.8	61.5	61.8	***	72.2	56.1	35.9	27.9
INDEPENDENCE HIGH SCH	Reading Proficiency	45	***	***	***	***	***	***	***	***	***
LINCOLN MIDDLE	Reading Proficiency	42	65.0	69.9	65.6	58.9	75.0	55.6	53.0	47.1	18.8
MAGGIE CORDOVA ELEMEN	Reading Proficiency	49	80.3	85.9	76.5	75.3	***	***	69.1	33.3	42.9
MARTIN KING JR ELEM	Reading Proficiency	49	79.7	83.7	78.6	74.4	***	66.7	64.3	68.4	25.0
MOUNTAIN VIEW MIDDLE	Reading Proficiency	42	72.2	74.8	54.6	70.4	75.0	70.0	65.7	39.3	29.9
PUESTA DEL SOL ELEM	Reading Proficiency	49	53.4	63.9	46.7	46.9	***	39.1	41.5	35.0	25.0
RIO RANCHO CYBER ACD	Reading Proficiency	45	61.9	58.8	***	***	***	***	***	***	***
RIO RANCHO ELEM	Reading Proficiency	49	75.1	79.4	87.5	69.8	***	***	70.0	44.4	32.0
RIO RANCHO HIGH	Reading Proficiency	45	63.1	68.0	50.0	57.0	66.7	38.5	50.0	13.3	23.2
RIO RANCHO MID HIGH	Reading Proficiency	45	69.4	75.1	56.5	63.1	75.0	61.3	56.5	38.7	22.6
VISTA GRANDE ELEM	Reading Proficiency	49	78.4	86.4	81.8	71.2	63.6	64.7	67.0	48.4	43.2
All Students in Grades 3, 4 & 5	Math Proficiency	33	61.3	69.1	54.5	54.1	57.1	45.6	46.9	37.3	28.4
All students in Grades 6, 7 & 8	Math Proficiency	20	53.7	60.7	39.6	46.3	64.8	45.3	39.1	21.1	15.4
All Students in Grades 9 & 11	Math Proficiency	27	61.1	67.8	47.1	53.0	70.6	54.6	47.9	24.7	13.6
COLINAS DEL NORTE EL	Math Proficiency	33	53.3	63.3	***	47.4	***	28.6	46.0	36.6	30.0
EAGLE RIDGE MIDDLE	Math Proficiency	20	42.0	50.0	38.1	33.7	***	43.9	34.8	10.0	15.1
ENCHANTED HILLS ELEM	Math Proficiency	33	74.2	82.4	***	56.1	***	***	60.0	38.5	47.8
ERNEST STAPLETON ELE	Math Proficiency	33	52.4	56.1	38.5	50.0	***	55.6	42.7	20.5	14.0
INDEPENDENCE HIGH SCH	Math Proficiency	23	***	***	***	***	***	***	***	***	***
LINCOLN MIDDLE	Math Proficiency	20	49.8	53.8	46.9	44.7	66.7	44.4	38.7	35.3	16.5
MAGGIE CORDOVA ELEMEN	Math Proficiency	33	67.9	75.6	47.1	62.9	***	***	53.1	33.3	42.9
MARTIN KING JR ELEM	Math Proficiency	33	69.2	74.0	71.4	63.2	***	33.3	50.9	57.9	22.2
MOUNTAIN VIEW MIDDLE	Math Proficiency	20	61.0	69.2	31.8	54.3	66.7	40.0	44.9	25.0	29.9
PUESTA DEL SOL ELEM	Math Proficiency	33	46.8	51.4	40.0	46.1	***	26.1	37.1	50.0	18.8
RIO RANCHO CYBER ACD	Math Proficiency	23	47.6	52.9	***	***	***	***	***	***	***
RIO RANCHO ELEM	Math Proficiency	33	60.1	68.7	56.3	52.1	***	***	50.9	33.3	24.0
RIO RANCHO HIGH	Math Proficiency	27	53.1	60.0	32.1	42.7	61.1	53.9	39.6	10.0	8.5
RIO RANCHO MID HIGH	Math Proficiency	23	65.1	71.4	59.7	57.8	68.3	54.7	50.2	27.7	18.1

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
VISTA GRANDE ELEM	Math Proficiency	33	68.9	79.3	63.6	61.2	36.4	52.9	55.7	35.5	40.5
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.8	95.9	95.6	95.7	96.1	94.8	95.2	95.7	95.2
All students in Grades 6, 7 & 8	Attendance Rate	92	94.8	94.8	95.2	94.8	95.9	94.2	94.0	94.4	93.5
COLINAS DEL NORTE EL	Attendance Rate	92	95.2	95.5	***	94.9	***	93.9	95.0	95.8	95.4
EAGLE RIDGE MIDDLE	Attendance Rate	92	94.7	94.5	96.4	94.8	***	95.1	94.4	95.3	93.8
ENCHANTED HILLS ELEM	Attendance Rate	92	96.6	96.7	***	96.1	***	***	95.6	95.5	96.0
ERNEST STAPLETON ELE	Attendance Rate	92	95.2	95.4	95.0	95.2	***	94.2	94.9	94.2	95.0
INDEPENDENCE HIGH SCH	Attendance Rate	92	***	***	***	***	***	***	***	***	***
LINCOLN MIDDLE	Attendance Rate	92	95.0	94.9	94.5	95.3	96.5	93.8	94.1	94.7	93.4
MAGGIE CORDOVA ELEMEN	Attendance Rate	92	96.2	96.1	96.2	96.2	***	***	96.1	95.5	95.3
MARTIN KING JR ELEM	Attendance Rate	92	96.0	96.2	96.4	95.6	***	96.5	95.4	95.9	95.4
MOUNTAIN VIEW MIDDLE	Attendance Rate	92	95.0	95.0	96.1	95.0	96.6	92.6	93.7	93.9	93.6
PUESTA DEL SOL ELEM	Attendance Rate	92	95.2	95.4	95.2	95.3	***	94.4	94.8	96.7	94.0
RIO RANCHO CYBER ACD	Attendance Rate	92	97.9	98.5	***	***	***	***	***	***	***
RIO RANCHO ELEM	Attendance Rate	92	95.8	95.9	95.7	95.8	***	***	95.2	96.9	94.5
RIO RANCHO MID HIGH	Attendance Rate	92	94.1	94.4	93.9	93.8	96.3	93.2	92.8	93.1	93.1
VISTA GRANDE ELEM	Attendance Rate	92	95.3	95.4	94.6	95.3	96.1	94.4	94.9	95.2	94.8
All Students in Grade 12	Graduation Rate	90	92.2	92.5	90.5	91.5	100.0	90.5	91.3	86.7	100.0
INDEPENDENCE HIGH SCH	Graduation Rate	90	***	***	***	***	***	***	***	***	***
RIO RANCHO CYBER ACD	Graduation Rate	90	72.7	71.4	***	***	***	***	***	***	***
RIO RANCHO HIGH	Graduation Rate	90	96.6	97.2	92.3	95.8	100.0	95.2	95.5	93.8	100.0

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	542	9	64	20	7	0	100	542	9	49	38	4	0
	Male	99	590	6	58	23	13	1	100	588	8	52	36	4	1
Ethnicity	Caucasian	100	572	9	64	19	8	0	100	571	11	56	31	2	0
	African-American	100	52	4	65	23	8	0	100	52	6	46	37	12	0
	Hispanic	100	443	6	58	24	12	0	100	443	7	46	43	4	0
	Asian/Pacific	100	20	10	55	20	15	0	100	19	16	42	37	5	0
	American Indian ¹	100	45	2	60	24	13	0	100	45	4	38	49	9	0
Status	SWD ²	98	132	4	36	26	33	2	100	131	5	34	47	15	2
	ELL ³	99	89	3	45	35	16	1	100	89	3	35	58	3	1
	FRLP	100	431	3	53	28	16	0	100	430	4	40	50	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	1,132	7	61	22	10	0	100	1,130	9	51	37	4	0
	2005-06	100	1,026	10	62	19	9	0	100	1,027	8	52	36	4	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	539	17	57	22	4	0	100	539	20	43	36	2	0
	Male	100	580	12	51	26	11	0	100	580	18	43	34	5	0
Ethnicity	Caucasian	100	507	19	59	18	5	0	100	507	26	47	25	2	0
	African-American	100	54	13	46	35	6	0	100	54	11	41	44	4	0
	Hispanic	100	478	10	50	29	10	0	100	478	13	40	42	5	0
	Asian/Pacific	100	32	16	56	22	6	0	100	32	31	28	41	0	0
	American Indian ¹	100	48	13	48	27	13	0	100	48	8	44	46	2	0
Status	SWD ²	99	154	6	27	33	32	1	100	154	10	22	55	13	0
	ELL ³	100	103	2	42	40	17	0	100	103	6	33	52	9	0
	FRLP	100	405	9	45	33	13	0	100	405	10	38	45	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	1,119	14	54	24	8	0	100	1,119	19	43	35	3	0
	2005-06	100	1,023	15	56	24	5	0	100	1,024	17	41	39	4	0
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	559	33	50	15	2	0	100	558	18	44	33	4	0
	Male	100	575	17	54	23	5	0	100	574	17	39	40	3	0
Ethnicity	Caucasian	100	552	30	53	14	4	0	100	552	23	43	30	3	0
	African-American	100	53	26	43	26	4	0	100	52	17	31	48	4	0
	Hispanic	100	443	19	53	24	3	0	100	443	11	42	42	4	0
	Asian/Pacific	100	30	27	50	20	3	0	100	30	17	40	43	0	0
	American Indian ¹	100	56	18	48	30	4	0	100	55	7	40	47	5	0
Status	SWD ²	100	162	3	32	46	19	0	100	161	4	21	60	15	0
	ELL ³	100	88	6	42	48	5	0	100	87	2	32	55	10	0
	FRLP	100	431	18	49	28	5	0	100	429	9	37	48	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	1,134	25	52	19	3	0	100	1,132	17	42	37	4	0
	2005-06	100	1,021	28	49	19	3	0	100	1,022	15	42	38	5	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	569	16	47	34	4	0	100	569	13	33	48	7	0
	Male	100	577	7	44	42	7	0	100	577	15	36	41	7	0
Ethnicity	Caucasian	100	543	14	48	34	4	0	100	543	19	38	38	5	0
	African-American	100	52	8	52	37	4	0	100	52	12	31	54	4	0
	Hispanic	100	482	9	41	43	7	0	100	482	9	33	49	9	0
	Asian/Pacific	100	20	20	30	40	10	0	100	20	25	35	30	10	0
	American Indian ¹	100	49	6	47	35	12	0	100	49	8	20	61	10	0
Status	SWD ²	100	159	5	17	53	25	0	100	159	7	16	50	28	0
	ELL ³	98	65	2	28	58	11	2	98	65	2	17	68	14	0
	FRLP	100	370	7	39	47	8	0	100	370	5	31	53	11	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	1,146	11	45	38	6	0	100	1,146	14	34	44	7	0
	2005-06	100	1,027	8	48	38	5	0	100	1,027	14	33	44	9	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	518	18	57	21	3	0	100	518	15	38	38	9	0
	Male	99	574	10	54	32	4	1	100	574	14	33	43	10	0
Ethnicity	Caucasian	100	543	19	56	23	2	0	100	543	21	37	35	7	0
	African-American	100	55	4	56	31	9	0	100	55	4	29	51	16	0
	Hispanic	100	420	9	54	31	5	0	100	420	9	33	47	12	0
	Asian/Pacific	100	22	18	68	14	0	0	100	22	23	50	23	5	0
	American Indian ¹	100	52	8	58	29	6	0	100	52	10	37	40	13	0
Status	SWD ²	99	153	6	22	50	20	1	99	153	6	12	52	30	1
	ELL ³	98	60	8	37	38	15	2	100	60	5	20	48	27	0
	FRLP	99	312	8	51	35	6	1	100	312	9	30	47	13	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	1,092	14	55	27	3	0	100	1,092	15	35	40	10	0
	2005-06	100	1,092	11	60	26	3	0	100	1,092	15	34	40	11	0
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	540	5	73	20	1	0	99	540	14	46	34	5	1
	Male	99	651	3	63	28	4	1	99	652	14	41	35	9	1
Ethnicity	Caucasian	100	636	5	71	22	2	0	100	637	17	46	31	5	0
	African-American	100	35	3	54	37	6	0	97	35	14	29	43	11	3
	Hispanic	99	436	3	64	27	5	1	99	436	8	41	39	11	1
	Asian/Pacific	96	28	4	75	14	4	4	96	28	29	39	25	4	4
	American Indian ¹	96	56	4	59	32	2	4	96	56	13	32	43	9	4
Status	SWD ²	96	140	4	21	53	18	4	96	140	3	10	47	36	4
	ELL ³	97	71	0	55	35	7	3	99	71	6	24	51	18	1
	FRLP	99	333	2	58	34	6	1	99	334	7	35	46	12	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	1,191	4	68	25	3	1	99	1,192	14	43	35	7	1
	2005-06	99	1,079	5	61	29	5	1	99	1,079	13	41	35	10	1
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	99	597	7	65	20	7	1	99	597	25	48	22	3	1
	Male	98	582	3	54	27	15	2	98	582	21	42	28	7	2
Ethnicity	Caucasian	99	581	7	65	19	7	1	99	581	30	46	19	3	1
	African-American	100	48	2	50	33	15	0	100	48	15	46	35	4	0
	Hispanic	99	472	3	54	26	16	1	98	472	16	44	31	7	2
	Asian/Pacific	96	26	8	54	27	8	4	96	26	38	38	19	0	4
	American Indian ¹	98	52	0	58	33	8	2	98	52	6	50	40	2	2
Status	SWD ²	94	147	4	16	30	44	6	93	147	5	16	47	25	7
	ELL ³	100	74	0	28	35	36	0	100	74	1	34	49	16	0
	FRLP	98	307	3	46	30	19	2	97	307	14	39	36	9	3
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	1,179	5	60	23	11	1	98	1,179	23	45	25	5	2
	2005-06	99	1,147	2	55	25	17	1	99	1,146	14	49	31	5	1
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	498	9	54	28	7	2	98	498	10	40	36	12	2
	Male	98	465	6	49	33	11	2	98	465	13	36	34	15	2
Ethnicity	Caucasian	98	557	9	55	26	8	2	98	557	14	42	32	10	2
	African-American	97	36	6	39	42	11	3	94	36	8	19	42	25	6
	Hispanic	98	324	5	48	35	8	2	98	324	6	33	41	18	2
	Asian/Pacific	100	21	5	57	33	5	0	100	21	24	43	24	10	0
	American Indian ¹	100	25	4	36	32	28	0	100	25	0	44	32	24	0
Status	SWD ²	98	108	6	16	35	42	2	97	108	3	6	26	62	3
	ELL ³	100	33	0	12	48	39	0	100	33	0	9	42	48	0
	FRLP	97	195	5	41	39	12	3	97	195	5	31	34	27	3
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	963	7	52	30	9	2	98	963	11	38	35	14	2
	2005-06	99	843	16	52	21	10	1	99	842	11	34	38	16	1
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
Cour, Lisa	9.5
Patel, Divyesh	19
Scharfglass, Marty	8
Schlichte, Don	5
Terry, Margaret	7

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	59,667,880	65
Instructional Support Services	31,367,391	34
Students	9,296,819	30
Instruction	3,034,036	10
General Administration	2,063,313	7
School Administration	4,895,736	16
Central Services	1,886,866	6
Operations & Maintenance	10,167,968	32
Student Transportation	0	0
Non-Instructional Support	584,245	1
Food Services	0	0
Community Services	584,245	100
Capital Outlay	111,773	<1
Total Expenditures	91,731,289	

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	1062	54.3	44.6	4.6
COLINAS DEL NORTE EL	80	51.3	47.5	2.9
EAGLE RIDGE MIDDLE	54	63.0	35.2	3.1
ENCHANTED HILLS ELEM	59	52.5	47.5	6.3
ERNEST STAPLETON ELE	69	68.1	31.9	0.0
INDEPENDENCE HIGH	18	44.4	55.6	2.8
LINCOLN MIDDLE	53	60.4	39.6	1.2
MAGGIE CORDOVA	49	59.2	40.8	0.0
MARTIN KING JR ELEM	60	41.7	53.3	1.9
MOUNTAIN VIEW MIDDLE	53	47.2	49.1	0.0
NM PRESCH VISUALLY H	1	0.0	100.0	***
PUESTA DEL SOL ELEM	68	51.5	48.5	3.4
RIO RANCHO CYBER ACD	8	37.5	62.5	34.4
RIO RANCHO DIST OFF	9	0.0	100.0	***
RIO RANCHO ELEM	65	58.5	40.0	1.7
RIO RANCHO HIGH	182	47.3	51.6	6.4
RIO RANCHO MID HIGH	146	62.3	37.0	1.9
SHINING STARS PRESCHOOL	20	45.0	55.0	***
VISTA GRANDE ELEM	68	63.2	36.8	1.6

* 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

Parent Survey on the Quality of Education Spring 2007

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- Q1. My child is safe at school.
- 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	1709	2195	139	31	61	21	41.1	52.8	3.3	0.7	1.5	0.5
DISTRICT WIDE TOTALS	2	1733	1793	340	206	61	23	41.7	43.1	8.2	5.0	1.5	0.6
DISTRICT WIDE TOTALS	3	2024	1947	103	24	38	20	48.7	46.8	2.5	0.6	0.9	0.5
DISTRICT WIDE TOTALS	4	1958	1907	171	23	25	72	47.1	45.9	4.1	0.6	0.6	1.7
DISTRICT WIDE TOTALS	5	1627	2003	142	60	255	69	39.1	48.2	3.4	1.4	6.1	1.7
DISTRICT WIDE TOTALS	6	1618	2116	177	57	120	68	38.9	50.9	4.3	1.4	2.9	1.6
DISTRICT WIDE TOTALS	7	1409	2016	358	79	161	133	33.9	48.5	8.6	1.9	3.9	3.2
DISTRICT WIDE TOTALS	8	2245	1731	117	19	18	26	54.0	41.7	2.8	0.5	0.4	0.6
DISTRICT WIDE TOTALS	9	1712	2110	117	26	143	48	41.2	50.8	2.8	0.6	3.4	1.2
DISTRICT WIDE TOTALS	10	1622	2039	355	58	31	51	39.0	49.1	8.5	1.4	0.7	1.2
COLINAS DEL NORTE EL	1	221	215	16	3	3	0	48.3	46.9	3.5	0.7	0.7	0.0
COLINAS DEL NORTE EL	2	128	123	83	116	8	0	27.9	26.9	18.1	25.3	1.7	0.0
COLINAS DEL NORTE EL	3	226	212	9	6	3	2	49.3	46.3	2.0	1.3	0.7	0.4
COLINAS DEL NORTE EL	4	251	195	7	3	2	0	54.8	42.6	1.5	0.7	0.4	0.0
COLINAS DEL NORTE EL	5	151	198	47	25	30	7	33.0	43.2	10.3	5.5	6.6	1.5
COLINAS DEL NORTE EL	6	211	218	12	8	8	1	46.1	47.6	2.6	1.7	1.7	0.2
COLINAS DEL NORTE EL	7	139	205	54	31	16	13	30.3	44.8	11.8	6.8	3.5	2.8

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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				
COLINAS DEL NORTE EL	8	304	148	5	1	0	0	66.4	32.3	1.1	0.2	0.0	0.0			
COLINAS DEL NORTE EL	9	215	216	11	10	5	1	46.9	47.2	2.4	2.2	1.1	0.2			
COLINAS DEL NORTE EL	10	185	240	26	3	0	4	40.4	52.4	5.7	0.7	0.0	0.9			
EAGLE RIDGE MIDDLE	1	114	98	3	0	4	1	51.8	44.5	1.4	0.0	1.8	0.5			
EAGLE RIDGE MIDDLE	2	111	92	12	1	3	1	50.5	41.8	5.5	0.5	1.4	0.5			
EAGLE RIDGE MIDDLE	3	125	91	3	0	1	0	56.8	41.4	1.4	0.0	0.5	0.0			
EAGLE RIDGE MIDDLE	4	119	94	2	1	1	3	54.1	42.7	0.9	0.5	0.5	1.4			
EAGLE RIDGE MIDDLE	5	94	102	3	1	13	7	42.7	46.4	1.4	0.5	5.9	3.2			
EAGLE RIDGE MIDDLE	6	105	104	6	0	3	2	47.7	47.3	2.7	0.0	1.4	0.9			
EAGLE RIDGE MIDDLE	7	78	95	31	3	7	6	35.5	43.2	14.1	1.4	3.2	2.7			
EAGLE RIDGE MIDDLE	8	133	84	2	0	1	0	60.5	38.2	0.9	0.0	0.5	0.0			
EAGLE RIDGE MIDDLE	9	100	107	3	0	7	3	45.5	48.6	1.4	0.0	3.2	1.4			
EAGLE RIDGE MIDDLE	10	82	105	26	3	4	0	37.3	47.7	11.8	1.4	1.8	0.0			
ENCHANTED HILLS ELEM	1	173	221	17	3	4	2	41.2	52.6	4.0	0.7	1.0	0.5			
ENCHANTED HILLS ELEM	2	182	187	43	1	6	1	43.3	44.5	10.2	0.2	1.4	0.2			
ENCHANTED HILLS ELEM	3	238	172	5	1	3	1	56.7	41.0	1.2	0.2	0.7	0.2			
ENCHANTED HILLS ELEM	4	216	187	8	1	2	6	51.4	44.5	1.9	0.2	0.5	1.4			
ENCHANTED HILLS ELEM	5	159	208	18	4	26	5	37.9	49.5	4.3	1.0	6.2	1.2			
ENCHANTED HILLS ELEM	6	168	218	10	3	14	7	40.0	51.9	2.4	0.7	3.3	1.7			
ENCHANTED HILLS ELEM	7	113	196	59	9	21	22	26.9	46.7	14.0	2.1	5.0	5.2			
ENCHANTED HILLS ELEM	8	252	154	9	3	1	1	60.0	36.7	2.1	0.7	0.2	0.2			
ENCHANTED HILLS ELEM	9	188	210	8	2	8	4	44.8	50.0	1.9	0.5	1.9	1.0			
ENCHANTED HILLS ELEM	10	186	215	4	1	5	9	44.3	51.2	1.0	0.2	1.2	2.1			
ERNEST STAPLETON ELE	1	120	102	2	2	2	0	52.6	44.7	0.9	0.9	0.9	0.0			
ERNEST STAPLETON ELE	2	122	72	23	9	2	0	53.5	31.6	10.1	3.9	0.9	0.0			
ERNEST STAPLETON ELE	3	125	93	4	1	2	3	54.8	40.8	1.8	0.4	0.9	1.3			
ERNEST STAPLETON ELE	4	118	95	8	2	1	4	51.8	41.7	3.5	0.9	0.4	1.8			

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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		
ERNEST STAPLETON ELE	5	98	97	5	1	24	3	43.0	42.5	2.2	0.4	10.5	1.3	
ERNEST STAPLETON ELE	6	117	95	3	1	8	4	51.3	41.7	1.3	0.4	3.5	1.8	
ERNEST STAPLETON ELE	7	82	99	21	2	14	10	36.0	43.4	9.2	0.9	6.1	4.4	
ERNEST STAPLETON ELE	8	145	78	3	1	0	1	63.6	34.2	1.3	0.4	0.0	0.4	
ERNEST STAPLETON ELE	9	109	103	5	0	9	2	47.8	45.2	2.2	0.0	3.9	0.9	
ERNEST STAPLETON ELE	10	92	116	18	0	1	1	40.4	50.9	7.9	0.0	0.4	0.4	
LINCOLN MIDDLE	1	65	67	4	0	6	0	45.8	47.2	2.8	0.0	4.2	0.0	
LINCOLN MIDDLE	2	47	84	7	1	2	1	33.1	59.2	4.9	0.7	1.4	0.7	
LINCOLN MIDDLE	3	76	64	1	0	1	0	53.5	45.1	0.7	0.0	0.7	0.0	
LINCOLN MIDDLE	4	62	73	4	0	1	2	43.7	51.4	2.8	0.0	0.7	1.4	
LINCOLN MIDDLE	5	60	75	1	0	4	2	42.3	52.8	0.7	0.0	2.8	1.4	
LINCOLN MIDDLE	6	63	70	6	0	2	1	44.4	49.3	4.2	0.0	1.4	0.7	
LINCOLN MIDDLE	7	51	74	8	0	7	2	35.9	52.1	5.6	0.0	4.9	1.4	
LINCOLN MIDDLE	8	77	61	3	0	1	0	54.2	43.0	2.1	0.0	0.7	0.0	
LINCOLN MIDDLE	9	69	65	3	0	5	0	48.6	45.8	2.1	0.0	3.5	0.0	
LINCOLN MIDDLE	10	70	58	8	4	0	2	49.3	40.8	5.6	2.8	0.0	1.4	
MAGGIE CORDOVA ELEM	1	113	85	2	0	1	2	55.7	41.9	1.0	0.0	0.5	1.0	
MAGGIE CORDOVA ELEM	2	145	55	1	0	2	0	71.4	27.1	0.5	0.0	1.0	0.0	
MAGGIE CORDOVA ELEM	3	127	71	4	0	0	1	62.6	35.0	2.0	0.0	0.0	0.5	
MAGGIE CORDOVA ELEM	4	128	66	6	0	0	3	63.1	32.5	3.0	0.0	0.0	1.5	
MAGGIE CORDOVA ELEM	5	111	72	5	0	15	0	54.7	35.5	2.5	0.0	7.4	0.0	
MAGGIE CORDOVA ELEM	6	102	83	5	1	8	4	50.2	40.9	2.5	0.5	3.9	2.0	
MAGGIE CORDOVA ELEM	7	80	88	17	4	7	7	39.4	43.3	8.4	2.0	3.4	3.4	
MAGGIE CORDOVA ELEM	8	143	56	2	1	0	1	70.4	27.6	1.0	0.5	0.0	0.5	
MAGGIE CORDOVA ELEM	9	102	86	4	0	6	5	50.2	42.4	2.0	0.0	3.0	2.5	
MAGGIE CORDOVA ELEM	10	90	94	10	3	2	4	44.3	46.3	4.9	1.5	1.0	2.0	
MARTIN KING JR ELEM	1	99	123	8	2	3	0	42.1	52.3	3.4	0.9	1.3	0.0	

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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		
MARTIN KING JR ELEM	2	77	114	25	13	3	3	32.8	48.5	10.6	5.5	1.3	1.3	
MARTIN KING JR ELEM	3	120	107	5	1	2	0	51.1	45.5	2.1	0.4	0.9	0.0	
MARTIN KING JR ELEM	4	124	95	9	2	2	3	52.8	40.4	3.8	0.9	0.9	1.3	
MARTIN KING JR ELEM	5	83	127	3	1	17	4	35.3	54.0	1.3	0.4	7.2	1.7	
MARTIN KING JR ELEM	6	93	119	7	3	9	4	39.6	50.6	3.0	1.3	3.8	1.7	
MARTIN KING JR ELEM	7	81	103	29	6	7	9	34.5	43.8	12.3	2.6	3.0	3.8	
MARTIN KING JR ELEM	8	148	85	1	0	1	0	63.0	36.2	0.4	0.0	0.4	0.0	
MARTIN KING JR ELEM	9	113	110	5	0	6	1	48.1	46.8	2.1	0.0	2.6	0.4	
MARTIN KING JR ELEM	10	95	124	11	1	1	3	40.4	52.8	4.7	0.4	0.4	1.3	
MOUNTAIN VIEW MIDDLE	1	93	91	3	1	1	3	48.4	47.4	1.6	0.5	0.5	1.6	
MOUNTAIN VIEW MIDDLE	2	89	95	5	1	2	0	46.4	49.5	2.6	0.5	1.0	0.0	
MOUNTAIN VIEW MIDDLE	3	113	73	4	0	1	1	58.9	38.0	2.1	0.0	0.5	0.5	
MOUNTAIN VIEW MIDDLE	4	100	76	11	1	1	3	52.1	39.6	5.7	0.5	0.5	1.6	
MOUNTAIN VIEW MIDDLE	5	83	90	5	1	8	5	43.2	46.9	2.6	0.5	4.2	2.6	
MOUNTAIN VIEW MIDDLE	6	87	85	12	3	3	2	45.3	44.3	6.3	1.6	1.6	1.0	
MOUNTAIN VIEW MIDDLE	7	69	91	16	3	8	5	35.9	47.4	8.3	1.6	4.2	2.6	
MOUNTAIN VIEW MIDDLE	8	110	74	5	1	1	1	57.3	38.5	2.6	0.5	0.5	0.5	
MOUNTAIN VIEW MIDDLE	9	81	93	5	3	9	1	42.2	48.4	2.6	1.6	4.7	0.5	
MOUNTAIN VIEW MIDDLE	10	74	79	25	7	3	4	38.5	41.1	13.0	3.6	1.6	2.1	
PUESTA DEL SOL ELEM	1	28	49	3	0	2	0	34.1	59.8	3.7	0.0	2.4	0.0	
PUESTA DEL SOL ELEM	2	35	38	5	0	2	2	42.7	46.3	6.1	0.0	2.4	2.4	
PUESTA DEL SOL ELEM	3	34	44	1	1	2	0	41.5	53.7	1.2	1.2	2.4	0.0	
PUESTA DEL SOL ELEM	4	40	35	4	1	0	2	48.8	42.7	4.9	1.2	0.0	2.4	
PUESTA DEL SOL ELEM	5	24	40	5	0	11	2	29.3	48.8	6.1	0.0	13.4	2.4	
PUESTA DEL SOL ELEM	6	32	43	1	1	3	2	39.0	52.4	1.2	1.2	3.7	2.4	
PUESTA DEL SOL ELEM	7	25	33	10	2	10	2	30.5	40.2	12.2	2.4	12.2	2.4	
PUESTA DEL SOL ELEM	8	48	32	1	0	0	1	58.5	39.0	1.2	0.0	0.0	1.2	

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#=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	
PUESTA DEL SOL ELEM	9	37	39	1	0	5	0	45.1	47.6	1.2	0.0	6.1	0.0
PUESTA DEL SOL ELEM	10	32	42	2	2	2	2	39.0	51.2	2.4	2.4	2.4	2.4
RIO RANCHO ALT SCH	1	26	27	2	0	1	0	46.4	48.2	3.6	0.0	1.8	0.0
RIO RANCHO ALT SCH	2	15	33	4	1	3	0	26.8	58.9	7.1	1.8	5.4	0.0
RIO RANCHO ALT SCH	3	27	27	2	0	0	0	48.2	48.2	3.6	0.0	0.0	0.0
RIO RANCHO ALT SCH	4	23	30	1	0	1	1	41.1	53.6	1.8	0.0	1.8	1.8
RIO RANCHO ALT SCH	5	20	28	2	1	4	1	35.7	50.0	3.6	1.8	7.1	1.8
RIO RANCHO ALT SCH	6	21	31	2	1	1	0	37.5	55.4	3.6	1.8	1.8	0.0
RIO RANCHO ALT SCH	7	13	25	5	1	5	7	23.2	44.6	8.9	1.8	8.9	12.5
RIO RANCHO ALT SCH	8	28	26	1	0	0	1	50.0	46.4	1.8	0.0	0.0	1.8
RIO RANCHO ALT SCH	9	26	27	0	1	2	0	46.4	48.2	0.0	1.8	3.6	0.0
RIO RANCHO ALT SCH	10	16	31	6	1	1	1	28.6	55.4	10.7	1.8	1.8	1.8
RIO RANCHO CYBER ACD	1	11	9	0	0	1	1	50.0	40.9	0.0	0.0	4.5	4.5
RIO RANCHO CYBER ACD	2	9	8	1	0	2	2	40.9	36.4	4.5	0.0	9.1	9.1
RIO RANCHO CYBER ACD	3	7	11	1	1	1	1	31.8	50.0	4.5	4.5	4.5	4.5
RIO RANCHO CYBER ACD	4	10	10	0	1	0	1	45.5	45.5	0.0	4.5	0.0	4.5
RIO RANCHO CYBER ACD	5	14	7	1	0	0	0	63.6	31.8	4.5	0.0	0.0	0.0
RIO RANCHO CYBER ACD	6	7	11	1	1	1	1	31.8	50.0	4.5	4.5	4.5	4.5
RIO RANCHO CYBER ACD	7	4	8	3	1	0	6	18.2	36.4	13.6	4.5	0.0	27.3
RIO RANCHO CYBER ACD	8	10	9	0	1	0	2	45.5	40.9	0.0	4.5	0.0	9.1
RIO RANCHO CYBER ACD	9	8	9	1	0	3	1	36.4	40.9	4.5	0.0	13.6	4.5
RIO RANCHO CYBER ACD	10	9	10	3	0	0	0	40.9	45.5	13.6	0.0	0.0	0.0
RIO RANCHO ELEM	1	37	68	2	0	1	0	34.3	63.0	1.9	0.0	0.9	0.0
RIO RANCHO ELEM	2	27	56	17	6	2	0	25.0	51.9	15.7	5.6	1.9	0.0
RIO RANCHO ELEM	3	43	58	5	0	2	0	39.8	53.7	4.6	0.0	1.9	0.0
RIO RANCHO ELEM	4	42	54	9	1	1	1	38.9	50.0	8.3	0.9	0.9	0.9
RIO RANCHO ELEM	5	25	58	8	2	14	1	23.1	53.7	7.4	1.9	13.0	0.9

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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				
RIO RANCHO ELEM	6	30	62	9	2	4	1	27.8	57.4	8.3	1.9	3.7	0.9			
RIO RANCHO ELEM	7	23	53	20	3	5	4	21.3	49.1	18.5	2.8	4.6	3.7			
RIO RANCHO ELEM	8	53	52	3	0	0	0	49.1	48.1	2.8	0.0	0.0	0.0			
RIO RANCHO ELEM	9	33	64	5	0	5	1	30.6	59.3	4.6	0.0	4.6	0.9			
RIO RANCHO ELEM	10	35	68	4	0	0	1	32.4	63.0	3.7	0.0	0.0	0.9			
RIO RANCHO HIGH	1	304	518	27	5	10	5	35.0	59.6	3.1	0.6	1.2	0.6			
RIO RANCHO HIGH	2	361	430	38	25	9	6	41.5	49.5	4.4	2.9	1.0	0.7			
RIO RANCHO HIGH	3	358	454	37	7	9	4	41.2	52.2	4.3	0.8	1.0	0.5			
RIO RANCHO HIGH	4	338	453	49	5	5	19	38.9	52.1	5.6	0.6	0.6	2.2			
RIO RANCHO HIGH	5	353	428	20	17	39	12	40.6	49.3	2.3	2.0	4.5	1.4			
RIO RANCHO HIGH	6	269	483	54	21	22	20	31.0	55.6	6.2	2.4	2.5	2.3			
RIO RANCHO HIGH	7	337	460	31	9	14	18	38.8	52.9	3.6	1.0	1.6	2.1			
RIO RANCHO HIGH	8	353	454	44	6	7	5	40.6	52.2	5.1	0.7	0.8	0.6			
RIO RANCHO HIGH	9	302	478	33	6	40	10	34.8	55.0	3.8	0.7	4.6	1.2			
RIO RANCHO HIGH	10	310	431	101	16	4	7	35.7	49.6	11.6	1.8	0.5	0.8			
RIO RANCHO MID HIGH	1	284	479	44	14	21	6	33.5	56.5	5.2	1.7	2.5	0.7			
RIO RANCHO MID HIGH	2	369	382	50	27	13	7	43.5	45.0	5.9	3.2	1.5	0.8			
RIO RANCHO MID HIGH	3	373	431	20	6	11	7	44.0	50.8	2.4	0.7	1.3	0.8			
RIO RANCHO MID HIGH	4	343	421	52	5	5	22	40.4	49.6	6.1	0.6	0.6	2.6			
RIO RANCHO MID HIGH	5	318	444	17	7	44	18	37.5	52.4	2.0	0.8	5.2	2.1			
RIO RANCHO MID HIGH	6	291	450	48	12	29	18	34.3	53.1	5.7	1.4	3.4	2.1			
RIO RANCHO MID HIGH	7	300	457	38	4	32	17	35.4	53.9	4.5	0.5	3.8	2.0			
RIO RANCHO MID HIGH	8	393	397	36	5	6	11	46.3	46.8	4.2	0.6	0.7	1.3			
RIO RANCHO MID HIGH	9	298	465	32	4	31	18	35.1	54.8	3.8	0.5	3.7	2.1			
RIO RANCHO MID HIGH	10	308	397	107	17	8	11	36.3	46.8	12.6	2.0	0.9	1.3			
VISTA GRANDE ELEM	1	21	43	6	1	1	1	28.8	58.9	8.2	1.4	1.4	1.4			
VISTA GRANDE ELEM	2	16	24	26	5	2	0	21.9	32.9	35.6	6.8	2.7	0.0			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
VISTA GRANDE ELEM	3	32	39	2	0	0	43.8	53.4	2.7	0.0	0.0	0.0		
VISTA GRANDE ELEM	4	44	23	1	0	3	60.3	31.5	1.4	0.0	4.1	2.7		
VISTA GRANDE ELEM	5	34	29	2	0	6	46.6	39.7	2.7	0.0	8.2	2.7		
VISTA GRANDE ELEM	6	22	44	1	0	5	30.1	60.3	1.4	0.0	6.8	1.4		
VISTA GRANDE ELEM	7	14	29	16	1	8	19.2	39.7	21.9	1.4	11.0	6.8		
VISTA GRANDE ELEM	8	48	21	2	0	0	65.8	28.8	2.7	0.0	0.0	2.7		
VISTA GRANDE ELEM	9	31	38	1	0	2	42.5	52.1	1.4	0.0	2.7	1.4		
VISTA GRANDE ELEM	10	38	29	4	0	0	52.1	39.7	5.5	0.0	0.0	2.7		

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%).