



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

Printed: 10/14/2008

RUIDOSO

NO CHILD LEFT BEHIND SUMMARY

RUIDOSO

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	6	100
Schools in School Improvement	4	67
Schools in Corrective Action	0	0
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*

	RUIDOSO		STATE WIDE	
	Number	Percent	Number	Percent
Female	1099	47.5	159155	48.8
Male	1215	52.5	167000	51.2
Caucasian	931	40.2	99600	30.5
African-American	28	1.2	8523	2.6
Hispanic	915	39.5	178091	54.6
Asian/Pacific Islander	13	0.6	4246	1.3
American Indian	427	18.5	35679	10.9
English Language Learners	254	11.0	60832	18.7
Students with Disabilities	340	14.7	48634	14.9
Free/Reduced Lunch Program	1309	56.6	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
NOB HILL ELEMENTARY	AYP Not Met	Progressing	RUIDOSO HIGH	AYP Not Met	SI-2
RUIDOSO MIDDLE	AYP Not Met	SI-2	SIERRA VISTA PRIMARY	AYP Not Met	Progressing
WHITE MOUNTAIN ELEM	AYP Not Met	SI-2	WHITE MOUNTAIN INTER	AYP Not Met	SI-2

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	54.2	63.2	***	57.1	***	28.0	48.8	59.3	19.1
All students in Grades 6, 7 & 8	Reading Proficiency	42	47.8	63.7	***	45.8	***	24.5	39.2	41.8	6.0
All Students in Grades 9 & 11	Reading Proficiency	45	50.7	68.8	***	39.2	***	26.9	41.8	27.6	8.1
NOB HILL ELEMENTARY	Reading Proficiency	49	51.3	59.6	***	52.3	***	33.3	47.1	46.2	22.7
RUIDOSO HIGH	Reading Proficiency	45	51.4	68.8	***	39.2	***	29.2	43.1	27.6	7.9
RUIDOSO MIDDLE	Reading Proficiency	45	51.4	68.2	***	50.8	***	27.4	42.4	44.4	5.7
SIERRA VISTA PRIMARY	Reading Proficiency	49	49.6	61.1	***	50.0	***	27.6	45.6	40.0	23.1
WHITE MOUNTAIN ELEM	Reading Proficiency	49	51.1	60.9	***	53.1	***	28.1	44.3	58.8	22.5
WHITE MOUNTAIN INTER	Reading Proficiency	44	51.4	63.4	***	50.5	***	25.0	46.1	48.9	16.2
All Students in Grades 3, 4 & 5	Math Proficiency	33	31.5	39.2	***	34.4	***	8.0	25.2	38.9	8.8
All students in Grades 6, 7 & 8	Math Proficiency	20	24.9	35.2	***	22.6	***	10.4	16.2	20.3	2.0
All Students in Grades 9 & 11	Math Proficiency	27	45.6	57.4	***	37.1	***	32.7	37.0	34.5	2.7
NOB HILL ELEMENTARY	Math Proficiency	33	24.8	25.5	***	34.1	***	8.3	20.0	38.5	9.1
RUIDOSO HIGH	Math Proficiency	27	46.2	57.4	***	37.1	***	35.4	38.2	34.5	2.6
RUIDOSO MIDDLE	Math Proficiency	20	24.1	36.4	***	22.4	***	9.6	17.2	20.4	2.9
SIERRA VISTA PRIMARY	Math Proficiency	33	21.9	22.2	***	30.0	***	6.9	17.8	33.3	11.5
WHITE MOUNTAIN ELEM	Math Proficiency	33	33.2	38.3	***	40.8	***	10.5	28.2	52.9	10.2
WHITE MOUNTAIN INTER	Math Proficiency	28	28.8	38.2	***	25.2	***	11.5	18.2	20.0	13.5
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.5	95.7	***	95.9	***	93.9	95.4	96.7	94.7
All students in Grades 6, 7 & 8	Attendance Rate	92	94.7	94.5	***	95.1	***	93.9	94.4	96.1	93.8
RUIDOSO MIDDLE	Attendance Rate	92	95.3	94.9	***	95.8	***	94.6	95.2	96.4	94.3
SIERRA VISTA PRIMARY	Attendance Rate	92	94.5	95.0	***	95.1	***	92.3	94.2	96.6	95.0
WHITE MOUNTAIN ELEM	Attendance Rate	92	95.6	95.7	***	96.0	***	94.3	95.6	96.8	95.2
WHITE MOUNTAIN INTER	Attendance Rate	92	94.6	95.0	***	95.2	***	92.4	94.2	96.0	93.4
All Students in Grade 12	Graduation Rate	90	90.3	93.1	***	88.1	***	80.0	89.5	100.0	91.7
RUIDOSO HIGH	Graduation Rate	90	90.7	91.8	***	90.2	***	83.3	91.3	100.0	87.5

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	99	75	1	53	33	11	1	99	75	0	17	72	9	1
	Male	100	90	1	46	36	18	0	100	90	0	26	63	11	0
Ethnicity	Caucasian	100	67	1	60	28	10	0	100	67	0	21	70	9	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	98	59	2	49	36	12	2	98	59	0	32	59	7	2
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	100	35	0	29	43	29	0	100	35	0	6	74	20	0
Status	SWD ²	100	29	3	24	38	34	0	100	29	0	14	55	31	0
	ELL ³	100	18	0	50	33	17	0	100	18	0	44	50	6	0
	FRLP	99	109	0	46	36	17	1	99	109	0	18	70	11	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	165	1	49	35	15	1	99	165	0	22	67	10	1
	2005-06	100	180	3	48	36	13	0	100	180	6	40	49	5	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	77	8	53	34	5	0	100	77	5	34	55	6	0
	Male	100	93	8	34	45	13	0	100	93	6	39	53	2	0
Ethnicity	Caucasian	100	69	14	46	32	7	0	100	69	9	45	42	4	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	100	60	5	48	38	8	0	100	60	5	43	45	7	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	100	35	0	26	57	17	0	100	35	3	9	89	0	0
Status	SWD ²	100	30	0	23	53	23	0	100	30	0	10	80	10	0
	ELL ³	100	22	9	59	27	5	0	100	22	14	45	41	0	0
	FRLP	100	104	3	38	47	13	0	100	104	4	33	58	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	170	8	43	40	9	0	100	170	6	36	54	4	0
	2005-06	100	147	6	46	41	6	0	100	147	5	40	50	5	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	77	13	51	29	8	0	100	77	1	26	62	10	0
	Male	100	79	9	47	32	13	0	100	79	3	25	65	8	0
Ethnicity	Caucasian	100	67	13	52	30	4	0	100	67	1	36	57	6	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	65	12	51	29	8	0	100	65	3	23	66	8	0
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	100	21	0	29	33	38	0	100	21	0	0	76	24	0
Status	SWD ²	100	24	8	8	33	50	0	100	24	4	8	63	25	0
	ELL ³	100	24	13	50	38	0	0	100	24	4	17	79	0	0
	FRLP	100	95	7	49	34	9	0	100	95	2	18	69	11	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	156	11	49	30	10	0	100	156	2	26	63	9	0
	2005-06	100	178	13	46	37	5	0	100	178	2	22	54	21	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	99	91	5	37	47	9	1	99	91	2	25	55	18	0
	Male	100	100	2	34	50	14	0	100	100	5	22	52	21	0
Ethnicity	Caucasian	100	77	6	49	36	8	0	100	77	4	31	52	13	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	72	0	32	60	8	0	100	72	3	21	60	17	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	97	39	5	15	51	26	3	97	39	3	13	46	38	0
Status	SWD ²	100	21	10	0	38	52	0	100	21	5	5	33	57	0
	ELL ³	100	26	0	38	42	19	0	100	26	4	15	65	15	0
	FRLP	99	105	1	30	55	13	1	99	105	2	13	60	25	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	191	4	36	49	12	1	99	191	4	24	53	19	0
	2005-06	100	180	6	47	42	6	0	100	180	3	29	51	17	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	99	90	8	50	32	9	1	99	90	3	26	44	26	1
	Male	99	100	3	43	43	10	1	99	100	1	16	50	32	1
Ethnicity	Caucasian	98	63	11	60	19	8	2	98	63	6	30	49	13	2
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	99	81	4	46	43	6	1	99	81	0	17	51	31	1
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	22	5	9	59	27	0	100	22	0	9	32	59	0
	ELL ³	96	28	0	50	39	7	4	96	28	0	14	36	46	4
	FRLP	99	123	3	42	43	11	1	99	123	2	14	46	37	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	190	5	46	38	9	1	99	190	2	21	47	29	1
	2005-06	98	189	4	37	46	11	2	97	189	2	27	40	28	3
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	94	3	56	35	5	0	100	94	2	26	54	18	0
	Male	100	101	0	42	45	14	0	100	101	0	22	58	20	0
Ethnicity	Caucasian	100	76	1	62	33	4	0	100	76	3	32	54	12	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	77	3	51	40	6	0	100	77	0	26	58	16	0
	Asian/Pacific American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	22	0	9	41	50	0	100	22	0	0	45	55	0
	ELL ³	100	31	6	32	58	3	0	100	31	0	23	55	23	0
	FRLP	100	129	2	38	47	13	0	100	129	1	19	57	24	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	195	2	49	40	10	0	100	195	1	24	56	19	0
	2005-06	99	199	4	51	36	9	1	100	199	2	24	54	21	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	90	3	54	24	18	0	99	90	7	52	37	3	1
	Male	99	103	2	36	33	28	1	99	104	3	38	53	6	1
Ethnicity	Caucasian	100	87	3	63	20	14	0	100	88	8	57	31	5	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	99	67	3	34	33	28	1	97	67	3	34	55	4	3
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	100	35	0	17	46	37	0	100	35	0	31	63	6	0
Status	SWD ²	96	24	0	4	29	63	4	96	24	0	4	67	25	4
	ELL ³	100	21	0	33	33	33	0	100	21	0	48	52	0	0
	FRLP	99	98	1	39	30	30	1	98	99	1	35	55	7	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	193	3	45	29	23	1	99	194	5	44	45	5	1
	2005-06	97	184	1	46	26	26	3	97	183	3	43	38	13	3
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	100	67	13	46	34	6	0	99	67	4	33	49	12	1
	Male	99	70	11	37	34	16	1	100	70	7	36	37	20	0
Ethnicity	Caucasian	100	66	12	58	26	5	0	100	66	8	45	38	9	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	100	42	14	26	48	12	0	98	42	5	24	52	17	2
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	96	25	8	28	36	24	4	100	25	0	24	40	36	0
Status	SWD ²	95	19	0	11	37	47	5	100	19	0	0	32	68	0
	ELL ³	100	11	0	18	64	18	0	100	11	0	9	82	9	0
	FRLP	98	61	13	30	38	18	2	100	61	2	33	43	23	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	137	12	42	34	11	1	99	137	6	34	43	16	1
	2005-06	99	163	11	53	23	12	1	99	163	3	28	53	15	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
Lutterman, Susan	14
Salas, Rafael	22
Sayner, Frank	16
Sisson, Danny	17
Vincent, Rhonda	15

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	10,408,542	62
Instructional Support Services	6,331,894	38
Students	1,739,220	27
Instruction	412,368	7
General Administration	405,351	6
School Administration	1,252,501	20
Central Services	477,424	8
Operations & Maintenance	2,020,629	32
Student Transportation	24,400	<1
Non-Instructional Support	31,705	<1
Food Services	0	0
Community Services	31,705	100
Capital Outlay	0	0
Total Expenditures	16,772,140	

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	174	39.7	48.3	0.0
GAVILAN CANYON	2	0.0	100.0	***
NOB HILL ELEMENTARY	18	50.0	38.9	0.0
RUIDOSO DISTRICT OFF	1	0.0	.0	***
RUIDOSO HIGH	46	37.0	52.2	0.0
RUIDOSO MIDDLE	30	40.0	50.0	0.0
SIERRA VISTA PRIMARY	27	40.7	51.9	0.0
WHITE MOUNTAIN ELEM	22	36.4	40.9	0.0
WHITE MOUNTAIN INTER	28	42.9	46.4	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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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	106	232	18	3	23	0	27.7	60.7	4.7	0.8	6.0	0.0	
DISTRICT WIDE TOTALS	2	92	224	34	19	11	2	24.1	58.6	8.9	5.0	2.9	0.5	
DISTRICT WIDE TOTALS	3	138	218	12	7	5	2	36.1	57.1	3.1	1.8	1.3	0.5	
DISTRICT WIDE TOTALS	4	152	206	13	8	2	1	39.8	53.9	3.4	2.1	0.5	0.3	
DISTRICT WIDE TOTALS	5	93	217	22	6	41	3	24.3	56.8	5.8	1.6	10.7	0.8	
DISTRICT WIDE TOTALS	6	117	214	22	5	20	4	30.6	56.0	5.8	1.3	5.2	1.0	
DISTRICT WIDE TOTALS	7	91	210	41	8	28	4	23.8	55.0	10.7	2.1	7.3	1.0	
DISTRICT WIDE TOTALS	8	165	186	21	6	3	1	43.2	48.7	5.5	1.6	0.8	0.3	
DISTRICT WIDE TOTALS	9	112	220	21	7	21	1	29.3	57.6	5.5	1.8	5.5	0.3	
DISTRICT WIDE TOTALS	10	110	219	35	5	8	5	28.8	57.3	9.2	1.3	2.1	1.3	
NOB HILL ELEMENTARY	1	2	8	0	0	0	0	20.0	80.0	0.0	0.0	0.0	0.0	
NOB HILL ELEMENTARY	2	1	4	4	1	0	0	10.0	40.0	40.0	10.0	0.0	0.0	
NOB HILL ELEMENTARY	3	6	3	0	0	0	1	60.0	30.0	0.0	0.0	0.0	10.0	
NOB HILL ELEMENTARY	4	4	5	1	0	0	0	40.0	50.0	10.0	0.0	0.0	0.0	
NOB HILL ELEMENTARY	5	3	5	1	0	1	0	30.0	50.0	10.0	0.0	10.0	0.0	
NOB HILL ELEMENTARY	6	5	4	1	0	0	0	50.0	40.0	10.0	0.0	0.0	0.0	
NOB HILL ELEMENTARY	7	2	4	2	1	0	1	20.0	40.0	20.0	10.0	0.0	10.0	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O			
NOB HILL ELEMENTARY	8	7	3	0	0	0	70.0	30.0	0.0	0.0	0.0	0.0			
NOB HILL ELEMENTARY	9	3	7	0	0	0	30.0	70.0	0.0	0.0	0.0	0.0			
NOB HILL ELEMENTARY	10	2	6	0	0	1	20.0	60.0	0.0	0.0	10.0	10.0			
RUIDOSO HIGH	1	16	47	2	1	3	23.2	68.1	2.9	1.4	4.3	0.0			
RUIDOSO HIGH	2	14	44	6	3	1	20.3	63.8	8.7	4.3	1.4	1.4			
RUIDOSO HIGH	3	31	34	3	1	0	44.9	49.3	4.3	1.4	0.0	0.0			
RUIDOSO HIGH	4	32	34	2	1	0	46.4	49.3	2.9	1.4	0.0	0.0			
RUIDOSO HIGH	5	21	37	2	3	6	30.4	53.6	2.9	4.3	8.7	0.0			
RUIDOSO HIGH	6	27	36	1	1	4	39.1	52.2	1.4	1.4	5.8	0.0			
RUIDOSO HIGH	7	25	37	5	1	1	36.2	53.6	7.2	1.4	1.4	0.0			
RUIDOSO HIGH	8	25	38	5	1	0	36.2	55.1	7.2	1.4	0.0	0.0			
RUIDOSO HIGH	9	18	40	7	1	3	26.1	58.0	10.1	1.4	4.3	0.0			
RUIDOSO HIGH	10	25	33	7	3	0	36.2	47.8	10.1	4.3	0.0	1.4			
RUIDOSO MIDDLE	1	6	14	4	0	1	24.0	56.0	16.0	0.0	4.0	0.0			
RUIDOSO MIDDLE	2	1	8	6	9	0	4.0	32.0	24.0	36.0	0.0	4.0			
RUIDOSO MIDDLE	3	6	12	2	4	0	24.0	48.0	8.0	16.0	0.0	4.0			
RUIDOSO MIDDLE	4	5	9	5	5	0	20.0	36.0	20.0	20.0	0.0	4.0			
RUIDOSO MIDDLE	5	3	13	7	1	1	12.0	52.0	28.0	4.0	4.0	0.0			
RUIDOSO MIDDLE	6	4	9	7	4	0	16.0	36.0	28.0	16.0	0.0	4.0			
RUIDOSO MIDDLE	7	6	14	4	0	0	24.0	56.0	16.0	0.0	0.0	4.0			
RUIDOSO MIDDLE	8	5	8	9	2	0	20.0	32.0	36.0	8.0	0.0	4.0			
RUIDOSO MIDDLE	9	2	11	4	4	4	8.0	44.0	16.0	16.0	16.0	0.0			
RUIDOSO MIDDLE	10	6	12	6	0	1	24.0	48.0	24.0	0.0	4.0	0.0			
SIERRA VISTA PRIMARY	1	55	103	2	2	10	32.0	59.9	1.2	1.2	5.8	0.0			
SIERRA VISTA PRIMARY	2	59	94	8	4	7	34.3	54.7	4.7	2.3	4.1	0.0			
SIERRA VISTA PRIMARY	3	73	92	4	1	2	42.4	53.5	2.3	0.6	1.2	0.0			
SIERRA VISTA PRIMARY	4	84	85	1	1	1	48.8	49.4	0.6	0.6	0.6	0.0			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
SIERRA VISTA PRIMARY	5	48	87	7	2	25	3	27.9	50.6	4.1	1.2	14.5	1.7			
SIERRA VISTA PRIMARY	6	62	96	3	0	10	1	36.0	55.8	1.7	0.0	5.8	0.6			
SIERRA VISTA PRIMARY	7	43	85	19	4	20	1	25.0	49.4	11.0	2.3	11.6	0.6			
SIERRA VISTA PRIMARY	8	99	67	2	2	2	0	57.6	39.0	1.2	1.2	1.2	0.0			
SIERRA VISTA PRIMARY	9	69	89	5	1	8	0	40.1	51.7	2.9	0.6	4.7	0.0			
SIERRA VISTA PRIMARY	10	55	98	12	1	4	2	32.0	57.0	7.0	0.6	2.3	1.2			
WHITE MOUNTAIN ELEM	1	13	22	4	0	3	0	31.0	52.4	9.5	0.0	7.1	0.0			
WHITE MOUNTAIN ELEM	2	7	28	6	1	0	0	16.7	66.7	14.3	2.4	0.0	0.0			
WHITE MOUNTAIN ELEM	3	13	28	1	0	0	0	31.0	66.7	2.4	0.0	0.0	0.0			
WHITE MOUNTAIN ELEM	4	12	27	3	0	0	0	28.6	64.3	7.1	0.0	0.0	0.0			
WHITE MOUNTAIN ELEM	5	4	34	2	0	2	0	9.5	81.0	4.8	0.0	4.8	0.0			
WHITE MOUNTAIN ELEM	6	9	27	5	0	0	1	21.4	64.3	11.9	0.0	0.0	2.4			
WHITE MOUNTAIN ELEM	7	5	26	8	0	2	1	11.9	61.9	19.0	0.0	4.8	2.4			
WHITE MOUNTAIN ELEM	8	7	30	3	1	1	0	16.7	71.4	7.1	2.4	2.4	0.0			
WHITE MOUNTAIN ELEM	9	9	30	2	0	1	0	21.4	71.4	4.8	0.0	2.4	0.0			
WHITE MOUNTAIN ELEM	10	6	29	4	1	1	1	14.3	69.0	9.5	2.4	2.4	2.4			
WHITE MOUNTAIN INTER	1	14	38	6	0	6	0	21.9	59.4	9.4	0.0	9.4	0.0			
WHITE MOUNTAIN INTER	2	10	46	4	1	3	0	15.6	71.9	6.3	1.6	4.7	0.0			
WHITE MOUNTAIN INTER	3	9	49	2	1	3	0	14.1	76.6	3.1	1.6	4.7	0.0			
WHITE MOUNTAIN INTER	4	15	46	1	1	1	0	23.4	71.9	1.6	1.6	1.6	0.0			
WHITE MOUNTAIN INTER	5	14	41	3	0	6	0	21.9	64.1	4.7	0.0	9.4	0.0			
WHITE MOUNTAIN INTER	6	10	42	5	0	6	1	15.6	65.6	7.8	0.0	9.4	1.6			
WHITE MOUNTAIN INTER	7	10	44	3	2	5	0	15.6	68.8	4.7	3.1	7.8	0.0			
WHITE MOUNTAIN INTER	8	22	40	2	0	0	0	34.4	62.5	3.1	0.0	0.0	0.0			
WHITE MOUNTAIN INTER	9	11	43	3	1	5	1	17.2	67.2	4.7	1.6	7.8	1.6			
WHITE MOUNTAIN INTER	10	16	41	6	0	1	0	25.0	64.1	9.4	0.0	1.6	0.0			

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%).