



SCHOOL DISTRICT REPORT CARD FOR 2007-08 SCHOOL YEAR

ALAMOGORDO PUBLIC SCHOOLS

ADEQUATE YEARLY PROGRESS SUMMARY

ALAMOGORDO PUBLIC SCHOOLS

AYP Rating: AYP Not Met

Improvement Status: CA

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

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 Elementary & Secondary Education Act (ESEA) 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 says, "The Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D).

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
- ESEA District Summary
- ESEA Accountability by Subgroup
- 4th and 8th Grade NAEP Assessments
- 3rd, 4th, 5th, 6th, 7th, 8th and 11th Grade State Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2007-2008 STUDENT DEMOGRAPHICS*

	ALAMOGORDO PUBLIC		STATE WIDE	
	Number	Percent	Number	Percent
Female	3085	48.7	157911	48.9
Male	3252	51.3	165190	51.1
Caucasian	3339	52.7	95275	29.5
African-American	464	7.3	8424	2.6
Hispanic	2275	35.9	17918	55.5
Asian/Pacific Islander	141	2.2	4441	1.4
American Indian	118	1.9	35780	11.1
English Language Learners	146	2.3	59903	18.5
Students with Disabilities	1056	16.7	48691	15.1
Free/Reduced Lunch Program	3345	52.8	205601	63.6
Migrant	0	0.0	616	0.2

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

Adequate Yearly Progress**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	SI-1	ALAMOGORDO HIGH	AYP Not Met	R-1
BUENA VISTA ELEM	Meets AYP	Progressing	CHAPARRAL MIDDLE	AYP Not Met	CA
HEIGHTS ELEMENTARY	AYP Not Met	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	CA	NORTH ELEMENTARY	AYP Not Met	Progressing
OREGON ELEMENTARY	Meets AYP	Progressing	SACRAMENTO ELEM	AYP Not Met	SI-1
SIERRA ELEMENTARY	Meets AYP	Progressing	YUCCA ELEMENTARY	Meets AYP	Progressing

ESEA 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	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	71.5	76.3	70.9	65.8	73.7	66.7	64.9	50.7	36.6	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	66.5	73.0	65.9	58.6	60.0	60.0	58.2	31.7	22.7	
District Wide-Grades 11	Reading Proficiency	56	43.1	47.6	41.7	37.9	***	***	28.0	***	5.7	
ACADEMY DEL SOL ALT.	Reading Proficiency	56	16.7	***	***	***	***	***	***	***	***	
ALAMOGORDO HIGH	Reading Proficiency	56	45.7	49.7	43.5	41.2	***	***	33.6	***	6.4	
BUENA VISTA ELEM	Reading Proficiency	59	81.2	78.0	***	84.9	***	***	65.6	***	56.3	
CHAPARRAL MIDDLE	Reading Proficiency	53	72.0	78.8	65.6	64.2	45.5	***	63.8	27.3	32.1	
HEIGHTS ELEMENTARY	Reading Proficiency	59	76.6	81.6	71.4	69.6	***	***	69.4	***	***	
HIGH ROLLS MTN ELEM	Reading Proficiency	59	72.7	***	***	***	***	***	***	***	***	
HOLLOMAN INTERMEDIAT	Reading Proficiency	59	76.8	81.5	61.1	81.8	***	***	83.0	***	29.4	
HOLLOMAN MIDDLE	Reading Proficiency	53	74.8	73.5	83.3	77.8	***	***	63.9	***	13.3	
HOLLOMAN PRIMARY	Reading Proficiency	59	71.8	69.6	***	***	***	***	81.3	***	***	
LA LUZ ELEMENTARY	Reading Proficiency	59	79.0	76.7	***	84.2	***	***	74.1	***	50.0	
MOUNTAIN VIEW MIDDLE	Reading Proficiency	53	55.9	61.9	59.4	49.5	***	***	49.8	34.8	12.0	
NORTH ELEMENTARY	Reading Proficiency	59	55.6	61.3	***	49.2	***	***	55.6	***	31.6	
OREGON ELEMENTARY	Reading Proficiency	59	77.1	80.8	***	72.1	***	***	72.6	***	40.0	
SACRAMENTO ELEM	Reading Proficiency	59	45.5	46.9	***	44.6	***	***	45.5	29.2	8.7	
SIERRA ELEMENTARY	Reading Proficiency	59	78.7	84.0	***	74.5	***	***	75.7	***	21.4	
YUCCA ELEMENTARY	Reading Proficiency	59	75.1	77.0	63.6	74.2	***	***	70.3	***	50.0	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	55.8	64.8	45.4	46.2	68.4	44.4	46.1	34.8	29.0	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	36.2	41.8	27.1	30.3	48.0	25.0	27.2	7.3	9.9	
District Wide-Grades 11	Math Proficiency	40	36.7	41.8	41.7	28.8	***	***	22.0	***	3.8	
ACADEMY DEL SOL ALT.	Math Proficiency	40	8.3	***	***	***	***	***	***	***	***	
ALAMOGORDO HIGH	Math Proficiency	40	40.2	45.5	43.5	32.5	***	***	26.2	***	4.3	
BUENA VISTA ELEM	Math Proficiency	44	64.4	64.4	***	66.7	***	***	43.8	***	31.3	
CHAPARRAL MIDDLE	Math Proficiency	35	35.4	39.9	21.9	30.7	45.5	***	25.7	<2.0	15.5	
HEIGHTS ELEMENTARY	Math Proficiency	44	52.3	57.9	42.9	47.8	***	***	44.9	***	***	
HIGH ROLLS MTN ELEM	Math Proficiency	44	54.6	***	***	***	***	***	***	***	***	
HOLLOMAN INTERMEDIAT	Math Proficiency	44	64.6	69.2	44.4	68.2	***	***	68.1	***	23.5	
HOLLOMAN MIDDLE	Math Proficiency	35	48.0	51.8	27.8	55.6	***	***	33.3	***	<2.0	
HOLLOMAN PRIMARY	Math Proficiency	44	57.5	56.5	***	***	***	***	64.7	***	***	
LA LUZ ELEMENTARY	Math Proficiency	44	72.2	73.3	***	71.1	***	***	67.9	***	54.2	
MOUNTAIN VIEW MIDDLE	Math Proficiency	35	35.1	41.2	34.4	28.9	***	***	29.1	8.7	5.3	
NORTH ELEMENTARY	Math Proficiency	44	26.3	38.7	***	17.0	***	***	26.3	***	15.8	
OREGON ELEMENTARY	Math Proficiency	44	59.1	65.4	***	55.8	***	***	51.6	***	20.0	

ESEA 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	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
SACRAMENTO ELEM	Math Proficiency	44	17.9	25.0	***	15.7	***	***	17.9	12.5	8.7	
SIERRA ELEMENTARY	Math Proficiency	44	78.7	80.0	***	78.4	***	***	77.1	***	35.7	
YUCCA ELEMENTARY	Math Proficiency	44	63.3	72.4	45.5	53.0	***	***	52.8	***	39.3	
All Students-Grade K-5	Attendance Rate	92	94.4	94.6	95.2	93.9	95.4	92.7	93.8	95.4	93.3	
All Students-Grades 6, 7 & 8	Attendance Rate	92	93.2	93.9	93.4	92.3	93.9	93.5	91.9	94.0	91.5	
BUENA VISTA ELEM	Attendance Rate	92	93.3	93.7	***	93.0	***	***	92.0	***	90.9	
CHAPARRAL MIDDLE	Attendance Rate	92	93.4	93.9	92.5	92.8	95.4	***	92.3	94.2	92.1	
HEIGHTS ELEMENTARY	Attendance Rate	92	91.8	92.5	94.9	90.0	***	***	90.0	***	***	
HIGH ROLLS MTN ELEM	Attendance Rate	92	94.8	***	***	***	***	***	***	***	***	
HOLLOMAN INTERMEDIAT	Attendance Rate	92	96.0	96.1	96.7	95.7	***	***	95.6	***	94.8	
HOLLOMAN MIDDLE	Attendance Rate	92	94.9	95.0	95.1	94.4	***	***	94.3	***	93.1	
HOLLOMAN PRIMARY	Attendance Rate	92	95.1	95.1	***	***	***	***	94.6	***	***	
HOME SCHOOL	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
HOMEBOUND/HOSPITAL	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
LA LUZ ELEMENTARY	Attendance Rate	92	92.5	92.9	***	91.6	***	***	92.0	***	92.7	
MISC PRIVATE	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
MOUNTAIN VIEW MIDDLE	Attendance Rate	92	92.3	93.3	92.6	91.2	***	***	91.0	93.5	90.1	
NORTH ELEMENTARY	Attendance Rate	92	92.7	93.5	***	92.2	***	***	92.7	***	91.3	
OREGON ELEMENTARY	Attendance Rate	92	93.4	93.9	***	93.1	***	***	92.8	***	94.2	
SACRAMENTO ELEM	Attendance Rate	92	92.5	92.0	***	92.7	***	***	92.5	94.6	93.1	
SIERRA ELEMENTARY	Attendance Rate	92	97.1	97.3	***	97.1	***	***	97.3	***	96.8	
YUCCA ELEMENTARY	Attendance Rate	92	93.6	93.8	94.6	93.0	***	***	93.0	***	92.5	
All Students in Grade 12	Graduation Rate	90	91.6	92.4	92.9	89.1	***	***	86.8	***	88.5	
ACADEMY DEL SOL ALT.	Graduation Rate	90	82.8	***	***	***	***	***	***	***	***	
ALAMOGORDO HIGH	Graduation Rate	90	92.3	93.4	93.1	89.1	***	***	86.7	***	88.3	

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2007 (reading and mathematics), and from 2005 (science).

4th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
Overall	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
New Mexico	5	19	34	42	2	22	46	30	1	16	37	45
Nation	7	24	34	34	5	33	43	19	2	25	39	34

8th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
Overall	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
New Mexico	1	17	45	38	3	15	39	43	1	17	28	54
Nation	2	27	43	27	7	24	39	30	3	24	30	43

¹ Basic is defined as partial mastery, Proficient is solid academic performance and competency over challenging subject matter and Advanced is superior performance

² Basic is most comparable to the Proficiency level on the Standards Based Assessment

State Assessment Results for District (excluding charter schools)

Students in New Mexico schools are assessed in Reading, Mathematics and Science in the 3rd through 8th 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 2007-08 school year. The assessments were administered during March 2008. 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						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	250	18	57	19	6	100	250	11	44	40	5	99	250	16	71	12	0
Male	99	235	14	57	19	9	100	235	9	47	40	3	100	235	14	77	8	0
Caucasian	100	235	21	57	15	6	100	235	13	51	32	3	99	235	19	73	7	0
Black	100	36	6	58	25	11	100	36	11	31	47	11	97	36	11	69	14	3
Hispanic	100	186	11	59	22	9	100	186	6	42	48	3	100	186	12	75	13	1
Asian	94	16	31	44	19	0	100	16	19	44	31	6	100	16	6	88	6	0
Am.Indian ¹	100	12	8	50	25	17	100	12	0	42	50	8	100	12	0	83	17	0
SWD ²	99	72	10	38	21	31	99	72	3	29	57	10	99	72	8	69	21	0
ELL ³	100	26	8	54	31	8	100	26	8	35	54	4	100	26	12	65	19	4
FRLP ⁴	99	306	10	56	25	8	100	306	7	42	47	4	99	306	11	75	13	1
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	485	16	57	19	7	100	485	10	46	40	4	99	485	15	74	10	0
All 2006-07	100	486	8	62	22	8	100	486	5	51	39	4	100	486	12	73	14	0
NM2007-08	99	24,878	11	48	27	14	99	24,878	7	37	48	8	99	24,868	12	68	19	1
NM2006-07	99	24,323	6	49	30	16	99	24,329	5	39	49	8	99	24,320	11	68	20	1

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

4rd Grade		READING						MATHEMATICS						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level						
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	
Female	100	249	15	59	21	5	100	249	17	42	34	7	100	249	3	59	37	2	
Male	99	226	10	52	28	9	99	226	17	40	37	6	100	226	4	59	35	1	
Caucasian	99	234	17	58	20	4	99	234	21	44	29	5	100	234	5	69	25	0	
Black	100	36	14	56	19	11	100	36	14	44	33	8	100	36	0	50	50	0	
Hispanic	99	180	8	51	30	11	99	180	12	34	44	8	100	180	2	44	51	3	
Asian	100	19	5	63	32	0	100	19	26	42	32	0	100	19	0	79	21	0	
Am.Indian ¹	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***	
SWD ²	97	69	6	23	39	29	97	69	9	17	48	23	99	69	1	32	61	4	
ELL ³	100	32	6	38	25	31	100	32	16	22	38	25	100	32	0	34	59	6	
FRLP ⁴	99	280	10	51	29	9	99	280	13	34	43	9	100	280	1	50	47	1	
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***	
All 2007-08	99	475	13	56	24	7	99	475	17	41	35	6	100	475	3	59	36	1	
All 2006-07	100	466	16	52	25	7	100	466	22	37	35	6	100	466	4	60	32	3	
NM2007-08	99	24,364	8	43	34	15	99	24,367	7	32	52	8	99	24,357	2	48	45	4	
NM2006-07	99	24,231	10	44	33	12	99	24,237	11	35	45	9	99	24,226	3	52	40	4	

5th Grade		READING						MATHEMATICS						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level						
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	
Female	99	239	16	56	23	4	99	239	13	38	41	8	100	239	5	51	40	3	
Male	99	227	8	58	29	4	99	227	9	41	38	11	99	227	4	50	42	3	
Caucasian	99	232	14	58	24	3	99	232	13	45	36	6	100	232	5	55	37	3	
Black	100	30	10	57	27	7	100	30	13	13	50	23	100	30	3	40	50	7	
Hispanic	99	183	11	54	29	5	98	183	9	34	43	13	98	183	4	45	47	3	
Asian	91	11	0	82	9	0	100	11	9	73	18	0	100	11	9	73	18	0	
Am.Indian ¹	100	10	10	60	20	10	100	10	10	40	40	10	100	10	0	60	30	10	
SWD ²	97	68	4	28	47	18	94	68	9	19	44	22	97	68	7	25	54	10	
ELL ³	100	22	0	41	50	9	100	22	0	18	55	27	100	22	0	32	59	9	
FRLP ⁴	99	287	10	53	30	6	98	287	9	32	45	13	99	287	5	42	48	3	
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***	
All 2007-08	99	466	12	57	26	4	99	466	11	39	39	9	99	466	5	50	41	3	
All 2006-07	100	469	16	57	23	4	100	469	7	40	44	8	100	469	4	51	41	3	
NM2007-08	99	24,274	11	45	35	8	99	24,274	9	32	48	12	99	24,270	4	43	49	4	
NM2006-07	99	23,998	14	45	32	9	99	24,013	7	29	51	12	99	23,998	3	41	51	5	

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

6th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	221	10	48	36	6	100	221	2	24	65	9	100	221	4	41	50	5
Male	100	229	3	40	47	9	100	229	3	30	58	8	100	229	6	46	39	8
Caucasian	100	239	8	49	38	5	100	239	3	31	62	4	100	239	7	50	40	3
Black	100	30	0	47	40	13	100	30	0	17	70	13	100	30	3	30	50	17
Hispanic	100	166	5	38	46	10	100	166	2	25	60	13	100	166	2	37	51	10
Asian	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
Am.Indian ¹	100	10	10	40	40	10	100	10	20	0	70	10	100	10	10	50	40	0
SWD ²	100	66	6	6	56	32	100	66	0	11	58	32	100	66	3	12	62	23
ELL ³	100	16	0	13	63	25	100	16	0	6	63	31	100	16	0	13	63	25
FRLP ⁴	100	232	5	38	45	13	100	232	1	22	64	13	100	232	4	36	49	11
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	450	6	44	42	8	100	450	3	27	62	8	100	450	5	44	44	7
All 2006-07	100	504	7	47	39	7	100	503	4	29	56	11	100	504	3	53	39	5
NM2007-08	99	23,666	6	37	46	11	99	23,666	5	23	58	13	99	23,653	3	28	56	13
NM2006-07	99	24,110	5	33	48	15	99	24,119	5	22	52	21	99	24,115	2	32	53	12

7th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	252	15	56	26	3	100	252	1	25	61	13	100	252	4	55	37	4
Male	100	256	10	53	30	8	100	256	6	29	55	10	100	256	6	50	38	6
Caucasian	100	259	14	59	23	4	100	259	4	28	59	8	100	259	6	61	31	2
Black	100	32	16	53	31	0	100	32	3	31	56	9	100	32	13	50	34	3
Hispanic	100	196	9	49	33	9	99	196	3	23	56	17	99	196	4	41	45	9
Asian	100	11	18	36	45	0	100	11	9	36	45	9	100	11	0	45	55	0
Am.Indian ¹	90	10	10	50	30	0	100	10	0	40	60	0	100	10	0	70	30	0
SWD ²	99	67	3	18	52	25	100	67	1	4	60	34	100	67	0	24	58	18
ELL ³	100	17	0	41	35	24	100	17	0	0	65	35	100	17	0	12	65	24
FRLP ⁴	100	259	8	49	34	8	100	259	2	17	64	18	100	259	2	43	47	8
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	508	12	55	28	5	100	508	4	27	58	12	100	508	5	52	37	5
All 2006-07	100	488	18	53	25	4	100	487	5	26	53	16	100	488	11	51	33	5
NM2007-08	99	23,964	8	43	37	12	95	23,964	6	24	51	18	99	23,954	2	31	51	15
NM2006-07	99	24,666	8	42	39	10	99	24,663	5	20	49	25	99	24,654	2	28	51	18

State Assessments Results for District (excluding charter schools)

8th Grade		READING					MATHEMATICS						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	248	13	72	11	4	100	248	9	42	43	6	100	247	3	45	46	6
Male	99	240	5	67	25	3	100	240	6	42	47	5	100	239	2	46	48	4
Caucasian	100	252	11	73	14	2	100	252	9	50	39	2	100	251	4	52	42	2
Black	100	37	8	76	16	0	100	37	5	32	57	5	100	37	3	41	51	5
Hispanic	99	174	6	66	22	5	99	174	5	35	49	10	99	174	1	39	52	7
Asian	100	13	23	46	23	8	100	13	31	31	31	8	100	13	15	38	38	8
Am.Indian ¹	92	12	0	58	33	0	100	12	0	17	83	0	100	11	0	27	55	18
SWD ²	97	63	5	30	44	17	100	63	3	14	62	21	100	62	2	21	58	19
ELL ³	***	9	***	***	***	***	***	9	***	***	***	***	***	9	***	***	***	***
FRLP ⁴	100	236	5	66	24	6	100	236	2	37	51	9	100	235	2	36	55	7
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	488	9	69	18	3	100	488	8	42	45	5	100	486	3	46	47	5
All 2006-07	100	455	7	67	19	7	100	455	9	35	42	14	100	455	3	47	44	6
NM2007-08	99	24,576	5	58	29	7	99	24,579	7	30	49	14	99	24,564	1	25	58	15
NM2006-07	99	25,103	3	53	34	10	99	25,102	5	25	50	19	99	25,083	1	23	62	14

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ -Economically Disadvantaged

11th Grade		READING					MATHEMATICS						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	193	6	51	33	9	99	193	7	31	45	17	99	193	1	34	62	3
Male	98	226	2	27	48	21	98	226	7	27	43	20	98	225	2	34	54	8
Caucasian	99	240	5	41	38	15	100	240	9	32	45	13	99	240	2	38	53	5
Black	100	26	0	38	58	4	100	26	0	42	46	12	100	26	0	38	54	8
Hispanic	97	145	2	34	43	18	97	145	6	23	41	27	98	144	0	28	64	6
Asian	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***
Am.Indian ¹	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
SWD ²	96	55	0	5	36	55	98	55	2	2	33	62	98	55	0	7	67	24
ELL ³	***	6	***	***	***	***	***	6	***	***	***	***	***	5	***	***	***	***
FRLP ⁴	99	153	1	25	50	23	99	153	3	18	46	33	99	153	0	21	67	11
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	419	4	38	41	16	99	419	7	29	44	18	99	418	1	34	57	6
All 2006-07	99	465	8	41	36	14	99	465	8	29	45	16	***	3	***	***	***	***
NM2007-08	98	20,363	6	44	36	12	98	20,365	9	25	40	25	96	20,104	2	32	55	7
NM2006-07	98	19,936	7	41	36	15	97	19,939	7	25	44	22						

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ -Economically Disadvantaged

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
Cross, Rhonda	23
Halbig, Dr Joseph	5
Medina, Sue	25
Rickman, Dr Allan	23
Thompson, Lt. Col Deb	13

Source: 2007-08 New Mexico School Board Association annual report.

Data on School Expenditures

Includes state general fund operational moneys only for 2007-2008

	Expenditure	Percent
Direct Instruction	26,551,896	61
Instructional Support Services	16,685,383	39
Students	4,314,980	26
Instruction	949,534	6
General Administration	718,561	4
School Administration	2,505,135	15
Central Services	2,148,243	13
Operations & Maintenance	6,003,067	36
Student Transportation	45,863	<1
Non-Instructional Support	29,727	<1
Food Services	29,727	100
Community Services	0	0
Capital Outlay	22,625	<1
Total Expenditures	43,289,631	

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: 0.14% DISTRICT: 0.00%

	Core Classes not taught by Highly Qualified Teachers	
	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	0.0 %
Low Poverty Schools	4.2%	4.9%

	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	22,391	58.5%	41.6%	4.5%
DISTRICT WIDE	411	61.1	37.7	4.6
ACADEMY DEL SOL ALT.	10	10.0	80.0	0.0
ALAMOGORDO HIGH	109	57.8	40.4	3.6
BUENA VISTA ELEM	19	68.4	31.6	5.6
CHAPARRAL MIDDLE	47	66.0	34.0	7.2
HEIGHTS ELEMENTARY	18	50.0	50.0	0.0
HIGH ROLLS MTN ELEM	2	50.0	50.0	0.0
HOLLOMAN INTERMEDIAT	9	66.7	33.3	0.0
HOLLOMAN MIDDLE	16	50.0	50.0	7.6
HOLLOMAN PRIMARY	15	66.7	33.3	0.0
LA LUZ ELEMENTARY	19	84.2	10.5	0.0
MOUNTAIN VIEW MIDDLE	40	70.0	30.0	11.0
NORTH ELEMENTARY	22	50.0	50.0	0.0
OREGON ELEMENTARY	16	50.0	50.0	0.0
SACRAMENTO ELEM	20	85.0	15.0	0.0
SIERRA ELEMENTARY	20	60.0	35.0	0.0
YUCCA ELEMENTARY	31	58.1	41.9	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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- 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	19582	34540	3417	1294	2665	1509	31.1	54.8	5.4	2.1	4.2	2.4
STATE WIDE TOTALS	2	17719	33550	5878	2304	2385	1173	28.1	53.2	9.3	3.7	3.8	1.9
STATE WIDE TOTALS	3	21424	33361	3469	1157	2215	1383	34.0	52.9	5.5	1.8	3.5	2.2
STATE WIDE TOTALS	4	21186	31955	5073	1664	1409	1722	33.6	50.7	8.1	2.6	2.2	2.7
STATE WIDE TOTALS	5	17564	32541	3882	1388	6237	1398	27.9	51.6	6.2	2.2	9.9	2.2
STATE WIDE TOTALS	6	18032	33792	4592	2096	3031	1467	28.6	53.6	7.3	3.3	4.8	2.3
STATE WIDE TOTALS	7	13947	30216	8112	2907	5314	2515	22.1	48.0	12.9	4.6	8.4	4.0
STATE WIDE TOTALS	8	25857	29653	3433	1446	952	1669	41.0	47.1	5.4	2.3	1.5	2.6
STATE WIDE TOTALS	9	18353	34063	3889	1619	3788	1671	29.0	53.7	6.1	2.6	6.0	2.6
STATE WIDE TOTALS	10	21851	33306	4095	1156	1027	1574	34.7	52.9	6.5	1.8	1.6	2.5
DISTRICT WIDE TOTALS	1	51	107	14	15	2	2	26.7	56.0	7.3	7.9	1.0	1.0
DISTRICT WIDE TOTALS	2	27	80	51	28	5	0	14.1	41.9	26.7	14.7	2.6	0.0
DISTRICT WIDE TOTALS	3	61	83	30	14	3	0	31.9	43.5	15.7	7.3	1.6	0.0
DISTRICT WIDE TOTALS	4	60	78	30	19	2	2	31.4	40.8	15.7	9.9	1.0	1.0
DISTRICT WIDE TOTALS	5	39	95	28	10	19	0	20.4	49.7	14.7	5.2	9.9	0.0
DISTRICT WIDE TOTALS	6	45	83	25	31	6	1	23.6	43.5	13.1	16.2	3.1	0.5
DISTRICT WIDE TOTALS	7	27	96	25	25	6	12	14.1	50.3	13.1	13.1	3.1	6.3
DISTRICT WIDE TOTALS	8	62	77	28	23	0	1	32.5	40.3	14.7	12.0	0.0	0.5
DISTRICT WIDE TOTALS	9	55	79	24	18	13	2	28.8	41.4	12.6	9.4	6.8	1.0
DISTRICT WIDE TOTALS	10	54	109	16	6	0	6	28.3	57.1	8.4	3.1	0.0	3.1
ACADEMY DEL SOL ALT.	1	11	2	1	1	0	1	68.8	12.5	6.3	6.3	0.0	6.3
ACADEMY DEL SOL ALT.	2	7	7	1	1	0	0	43.8	43.8	6.3	6.3	0.0	0.0
ACADEMY DEL SOL ALT.	3	12	2	1	1	0	0	75.0	12.5	6.3	6.3	0.0	0.0
ACADEMY DEL SOL ALT.	4	12	1	0	2	0	1	75.0	6.3	0.0	12.5	0.0	6.3
ACADEMY DEL SOL ALT.	5	7	7	0	2	0	0	43.8	43.8	0.0	12.5	0.0	0.0
ACADEMY DEL SOL ALT.	6	10	4	0	2	0	0	62.5	25.0	0.0	12.5	0.0	0.0

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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
ACADEMY DEL SOL ALT.	7	1	4	4	3	2	2	6.3	25.0	25.0	18.8	12.5	12.5
ACADEMY DEL SOL ALT.	8	11	3	0	2	0	0	68.8	18.8	0.0	12.5	0.0	0.0
ACADEMY DEL SOL ALT.	9	13	0	1	2	0	0	81.3	0.0	6.3	12.5	0.0	0.0
ACADEMY DEL SOL ALT.	10	7	6	0	2	0	1	43.8	37.5	0.0	12.5	0.0	6.3
ALAMOGORDO DIST OFF	1	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
ALAMOGORDO DIST OFF	2	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
ALAMOGORDO DIST OFF	3	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
ALAMOGORDO DIST OFF	4	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
ALAMOGORDO DIST OFF	5	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
ALAMOGORDO DIST OFF	6	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
ALAMOGORDO DIST OFF	7	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
ALAMOGORDO DIST OFF	8	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
ALAMOGORDO DIST OFF	9	0	0	0	1	0	0	0.0	0.0	0.0	100.0	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	6	23	6	9	1	0	13.3	51.1	13.3	20.0	2.2	0.0
ALAMOGORDO HIGH	2	1	16	16	10	2	0	2.2	35.6	35.6	22.2	4.4	0.0
ALAMOGORDO HIGH	3	5	20	12	7	1	0	11.1	44.4	26.7	15.6	2.2	0.0
ALAMOGORDO HIGH	4	5	17	14	8	1	0	11.1	37.8	31.1	17.8	2.2	0.0
ALAMOGORDO HIGH	5	4	18	16	0	7	0	8.9	40.0	35.6	0.0	15.6	0.0
ALAMOGORDO HIGH	6	3	13	12	15	1	1	6.7	28.9	26.7	33.3	2.2	2.2
ALAMOGORDO HIGH	7	6	34	5	0	0	0	13.3	75.6	11.1	0.0	0.0	0.0
ALAMOGORDO HIGH	8	4	16	15	10	0	0	8.9	35.6	33.3	22.2	0.0	0.0
ALAMOGORDO HIGH	9	5	18	11	6	5	0	11.1	40.0	24.4	13.3	11.1	0.0
ALAMOGORDO HIGH	10	14	27	2	2	0	0	31.1	60.0	4.4	4.4	0.0	0.0
BUENA VISTA ELEM	1	0	10	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
BUENA VISTA ELEM	2	0	5	1	4	0	0	0.0	50.0	10.0	40.0	0.0	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
BUENA VISTA ELEM	3	3	4	2	1	0	0	30.0	40.0	20.0	10.0	0.0	0.0
BUENA VISTA ELEM	4	2	5	3	0	0	0	20.0	50.0	30.0	0.0	0.0	0.0
BUENA VISTA ELEM	5	0	5	4	1	0	0	0.0	50.0	40.0	10.0	0.0	0.0
BUENA VISTA ELEM	6	1	6	1	1	1	0	10.0	60.0	10.0	10.0	10.0	0.0
BUENA VISTA ELEM	7	2	4	2	1	0	1	20.0	40.0	20.0	10.0	0.0	10.0
BUENA VISTA ELEM	8	2	7	0	1	0	0	20.0	70.0	0.0	10.0	0.0	0.0
BUENA VISTA ELEM	9	3	3	1	1	2	0	30.0	30.0	10.0	10.0	20.0	0.0
BUENA VISTA ELEM	10	1	9	0	0	0	0	10.0	90.0	0.0	0.0	0.0	0.0
CHAPARRAL MIDDLE	1	3	16	3	2	0	1	12.0	64.0	12.0	8.0	0.0	4.0
CHAPARRAL MIDDLE	2	2	12	5	5	1	0	8.0	48.0	20.0	20.0	4.0	0.0
CHAPARRAL MIDDLE	3	4	16	3	1	1	0	16.0	64.0	12.0	4.0	4.0	0.0
CHAPARRAL MIDDLE	4	4	17	2	2	0	0	16.0	68.0	8.0	8.0	0.0	0.0
CHAPARRAL MIDDLE	5	2	15	3	2	3	0	8.0	60.0	12.0	8.0	12.0	0.0
CHAPARRAL MIDDLE	6	5	14	1	5	0	0	20.0	56.0	4.0	20.0	0.0	0.0
CHAPARRAL MIDDLE	7	5	17	0	3	0	0	20.0	68.0	0.0	12.0	0.0	0.0
CHAPARRAL MIDDLE	8	7	14	3	1	0	0	28.0	56.0	12.0	4.0	0.0	0.0
CHAPARRAL MIDDLE	9	5	13	2	1	4	0	20.0	52.0	8.0	4.0	16.0	0.0
CHAPARRAL MIDDLE	10	5	16	2	0	0	2	20.0	64.0	8.0	0.0	0.0	8.0
HEIGHTS ELEMENTARY	1	2	7	0	0	0	0	22.2	77.8	0.0	0.0	0.0	0.0
HEIGHTS ELEMENTARY	2	0	3	4	2	0	0	0.0	33.3	44.4	22.2	0.0	0.0
HEIGHTS ELEMENTARY	3	3	5	0	1	0	0	33.3	55.6	0.0	11.1	0.0	0.0
HEIGHTS ELEMENTARY	4	5	3	0	1	0	0	55.6	33.3	0.0	11.1	0.0	0.0
HEIGHTS ELEMENTARY	5	2	5	1	0	1	0	22.2	55.6	11.1	0.0	11.1	0.0
HEIGHTS ELEMENTARY	6	4	3	2	0	0	0	44.4	33.3	22.2	0.0	0.0	0.0
HEIGHTS ELEMENTARY	7	1	3	1	2	0	2	11.1	33.3	11.1	22.2	0.0	22.2
HEIGHTS ELEMENTARY	8	4	4	0	1	0	0	44.4	44.4	0.0	11.1	0.0	0.0

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

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
HEIGHTS ELEMENTARY	9	3	4	2	0	0	0	33.3	44.4	22.2	0.0	0.0	0.0
HEIGHTS ELEMENTARY	10	2	4	3	0	0	0	22.2	44.4	33.3	0.0	0.0	0.0
HIGH ROLLS MTN ELEM	1	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
HIGH ROLLS MTN ELEM	2	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HIGH ROLLS MTN ELEM	3	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
HIGH ROLLS MTN ELEM	4	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
HIGH ROLLS MTN ELEM	5	0	2	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
HIGH ROLLS MTN ELEM	6	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
HIGH ROLLS MTN ELEM	7	0	1	0	0	1	0	0.0	50.0	0.0	0.0	50.0	0.0
HIGH ROLLS MTN ELEM	8	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
HIGH ROLLS MTN ELEM	9	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0
HIGH ROLLS MTN ELEM	10	0	1	1	0	0	0	0.0	50.0	50.0	0.0	0.0	0.0
HOLLOMAN INTERMEDIAT	1	5	2	0	0	0	0	71.4	28.6	0.0	0.0	0.0	0.0
HOLLOMAN INTERMEDIAT	2	1	4	2	0	0	0	14.3	57.1	28.6	0.0	0.0	0.0
HOLLOMAN INTERMEDIAT	3	1	3	3	0	0	0	14.3	42.9	42.9	0.0	0.0	0.0
HOLLOMAN INTERMEDIAT	4	3	2	2	0	0	0	42.9	28.6	28.6	0.0	0.0	0.0
HOLLOMAN INTERMEDIAT	5	3	3	0	1	0	0	42.9	42.9	0.0	14.3	0.0	0.0
HOLLOMAN INTERMEDIAT	6	2	3	1	1	0	0	28.6	42.9	14.3	14.3	0.0	0.0
HOLLOMAN INTERMEDIAT	7	1	3	1	2	0	0	14.3	42.9	14.3	28.6	0.0	0.0
HOLLOMAN INTERMEDIAT	8	3	3	1	0	0	0	42.9	42.9	14.3	0.0	0.0	0.0
HOLLOMAN INTERMEDIAT	9	2	3	1	1	0	0	28.6	42.9	14.3	14.3	0.0	0.0
HOLLOMAN INTERMEDIAT	10	3	2	1	1	0	0	42.9	28.6	14.3	14.3	0.0	0.0
HOLLOMAN MIDDLE	1	4	2	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0
HOLLOMAN MIDDLE	2	4	2	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0
HOLLOMAN MIDDLE	3	3	2	1	0	0	0	50.0	33.3	16.7	0.0	0.0	0.0
HOLLOMAN MIDDLE	4	3	1	0	2	0	0	50.0	16.7	0.0	33.3	0.0	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
HOLLOMAN MIDDLE	5	4	2	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0
HOLLOMAN MIDDLE	6	2	1	1	2	0	0	33.3	16.7	16.7	33.3	0.0	0.0
HOLLOMAN MIDDLE	7	2	3	0	1	0	0	33.3	50.0	0.0	16.7	0.0	0.0
HOLLOMAN MIDDLE	8	3	0	1	2	0	0	50.0	0.0	16.7	33.3	0.0	0.0
HOLLOMAN MIDDLE	9	2	2	0	2	0	0	33.3	33.3	0.0	33.3	0.0	0.0
HOLLOMAN MIDDLE	10	2	2	1	1	0	0	33.3	33.3	16.7	16.7	0.0	0.0
HOLLOMAN PRIMARY	1	5	3	0	0	0	0	62.5	37.5	0.0	0.0	0.0	0.0
HOLLOMAN PRIMARY	2	2	2	3	0	1	0	25.0	25.0	37.5	0.0	12.5	0.0
HOLLOMAN PRIMARY	3	5	1	1	0	1	0	62.5	12.5	12.5	0.0	12.5	0.0
HOLLOMAN PRIMARY	4	4	3	0	1	0	0	50.0	37.5	0.0	12.5	0.0	0.0
HOLLOMAN PRIMARY	5	3	2	0	1	2	0	37.5	25.0	0.0	12.5	25.0	0.0
HOLLOMAN PRIMARY	6	2	5	0	1	0	0	25.0	62.5	0.0	12.5	0.0	0.0
HOLLOMAN PRIMARY	7	1	4	0	1	0	2	12.5	50.0	0.0	12.5	0.0	25.0
HOLLOMAN PRIMARY	8	5	2	0	1	0	0	62.5	25.0	0.0	12.5	0.0	0.0
HOLLOMAN PRIMARY	9	5	2	0	1	0	0	62.5	25.0	0.0	12.5	0.0	0.0
HOLLOMAN PRIMARY	10	2	2	3	0	0	1	25.0	25.0	37.5	0.0	0.0	12.5
LA LUZ ELEMENTARY	1	3	2	0	0	0	0	60.0	40.0	0.0	0.0	0.0	0.0
LA LUZ ELEMENTARY	2	2	3	0	0	0	0	40.0	60.0	0.0	0.0	0.0	0.0
LA LUZ ELEMENTARY	3	4	1	0	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0
LA LUZ ELEMENTARY	4	2	3	0	0	0	0	40.0	60.0	0.0	0.0	0.0	0.0
LA LUZ ELEMENTARY	5	2	3	0	0	0	0	40.0	60.0	0.0	0.0	0.0	0.0
LA LUZ ELEMENTARY	6	2	3	0	0	0	0	40.0	60.0	0.0	0.0	0.0	0.0
LA LUZ ELEMENTARY	7	2	1	1	1	0	0	40.0	20.0	20.0	20.0	0.0	0.0
LA LUZ ELEMENTARY	8	1	4	0	0	0	0	20.0	80.0	0.0	0.0	0.0	0.0
LA LUZ ELEMENTARY	9	2	3	0	0	0	0	40.0	60.0	0.0	0.0	0.0	0.0
LA LUZ ELEMENTARY	10	1	4	0	0	0	0	20.0	80.0	0.0	0.0	0.0	0.0

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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	1	2	3	1	0	0	0	33.3	50.0	16.7	0.0	0.0	0.0
MOUNTAIN VIEW MIDDLE	2	4	2	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0
MOUNTAIN VIEW MIDDLE	3	5	1	0	0	0	0	83.3	16.7	0.0	0.0	0.0	0.0
MOUNTAIN VIEW MIDDLE	4	2	2	2	0	0	0	33.3	33.3	33.3	0.0	0.0	0.0
MOUNTAIN VIEW MIDDLE	5	1	4	0	1	0	0	16.7	66.7	0.0	16.7	0.0	0.0
MOUNTAIN VIEW MIDDLE	6	1	3	1	1	0	0	16.7	50.0	16.7	16.7	0.0	0.0
MOUNTAIN VIEW MIDDLE	7	1	3	0	2	0	0	16.7	50.0	0.0	33.3	0.0	0.0
MOUNTAIN VIEW MIDDLE	8	2	3	0	1	0	0	33.3	50.0	0.0	16.7	0.0	0.0
MOUNTAIN VIEW MIDDLE	9	2	2	2	0	0	0	33.3	33.3	33.3	0.0	0.0	0.0
MOUNTAIN VIEW MIDDLE	10	2	3	1	0	0	0	33.3	50.0	16.7	0.0	0.0	0.0
NORTH ELEMENTARY	1	2	3	2	0	0	0	28.6	42.9	28.6	0.0	0.0	0.0
NORTH ELEMENTARY	2	0	3	3	1	0	0	0.0	42.9	42.9	14.3	0.0	0.0
NORTH ELEMENTARY	3	1	2	4	0	0	0	14.3	28.6	57.1	0.0	0.0	0.0
NORTH ELEMENTARY	4	0	6	0	0	0	1	0.0	85.7	0.0	0.0	0.0	14.3
NORTH ELEMENTARY	5	2	4	1	0	0	0	28.6	57.1	14.3	0.0	0.0	0.0
NORTH ELEMENTARY	6	0	4	2	1	0	0	0.0	57.1	28.6	14.3	0.0	0.0
NORTH ELEMENTARY	7	0	2	3	1	0	1	0.0	28.6	42.9	14.3	0.0	14.3
NORTH ELEMENTARY	8	1	4	1	0	0	1	14.3	57.1	14.3	0.0	0.0	14.3
NORTH ELEMENTARY	9	1	2	3	0	0	1	14.3	28.6	42.9	0.0	0.0	14.3
NORTH ELEMENTARY	10	3	1	1	0	0	2	42.9	14.3	14.3	0.0	0.0	28.6
OREGON ELEMENTARY	1	1	3	1	0	0	0	20.0	60.0	20.0	0.0	0.0	0.0
OREGON ELEMENTARY	2	1	2	1	1	0	0	20.0	40.0	20.0	20.0	0.0	0.0
OREGON ELEMENTARY	3	4	1	0	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0
OREGON ELEMENTARY	4	4	1	0	0	0	0	80.0	20.0	0.0	0.0	0.0	0.0
OREGON ELEMENTARY	5	2	3	0	0	0	0	40.0	60.0	0.0	0.0	0.0	0.0
OREGON ELEMENTARY	6	2	1	2	0	0	0	40.0	20.0	40.0	0.0	0.0	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
OREGON ELEMENTARY	7	0	1	2	1	0	1	0.0	20.0	40.0	20.0	0.0	20.0
OREGON ELEMENTARY	8	2	3	0	0	0	0	40.0	60.0	0.0	0.0	0.0	0.0
OREGON ELEMENTARY	9	3	2	0	0	0	0	60.0	40.0	0.0	0.0	0.0	0.0
OREGON ELEMENTARY	10	3	2	0	0	0	0	60.0	40.0	0.0	0.0	0.0	0.0
SACRAMENTO ELEM	1	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
SACRAMENTO ELEM	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SACRAMENTO ELEM	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SACRAMENTO ELEM	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SACRAMENTO ELEM	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SACRAMENTO ELEM	6	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SACRAMENTO ELEM	7	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
SACRAMENTO ELEM	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SACRAMENTO ELEM	9	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
SACRAMENTO ELEM	10	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SIERRA ELEMENTARY	1	1	15	0	0	0	0	6.3	93.8	0.0	0.0	0.0	0.0
SIERRA ELEMENTARY	2	1	5	9	1	0	0	6.3	31.3	56.3	6.3	0.0	0.0
SIERRA ELEMENTARY	3	3	13	0	0	0	0	18.8	81.3	0.0	0.0	0.0	0.0
SIERRA ELEMENTARY	4	3	7	4	1	1	0	18.8	43.8	25.0	6.3	6.3	0.0
SIERRA ELEMENTARY	5	2	10	3	1	0	0	12.5	62.5	18.8	6.3	0.0	0.0
SIERRA ELEMENTARY	6	2	11	2	1	0	0	12.5	68.8	12.5	6.3	0.0	0.0
SIERRA ELEMENTARY	7	4	8	2	0	0	2	25.0	50.0	12.5	0.0	0.0	12.5
SIERRA ELEMENTARY	8	4	6	5	1	0	0	25.0	37.5	31.3	6.3	0.0	0.0
SIERRA ELEMENTARY	9	3	13	0	0	0	0	18.8	81.3	0.0	0.0	0.0	0.0
SIERRA ELEMENTARY	10	1	15	0	0	0	0	6.3	93.8	0.0	0.0	0.0	0.0
YUCCA ELEMENTARY	1	4	16	0	1	1	0	18.2	72.7	0.0	4.5	4.5	0.0
YUCCA ELEMENTARY	2	2	11	6	2	1	0	9.1	50.0	27.3	9.1	4.5	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
YUCCA ELEMENTARY	3	6	11	3	2	0	0	27.3	50.0	13.6	9.1	0.0	0.0
YUCCA ELEMENTARY	4	9	9	3	1	0	0	40.9	40.9	13.6	4.5	0.0	0.0
YUCCA ELEMENTARY	5	5	11	0	0	6	0	22.7	50.0	0.0	0.0	27.3	0.0
YUCCA ELEMENTARY	6	7	11	0	0	4	0	31.8	50.0	0.0	0.0	18.2	0.0
YUCCA ELEMENTARY	7	1	8	4	5	3	1	4.5	36.4	18.2	22.7	13.6	4.5
YUCCA ELEMENTARY	8	11	7	2	2	0	0	50.0	31.8	9.1	9.1	0.0	0.0
YUCCA ELEMENTARY	9	5	11	1	2	2	1	22.7	50.0	4.5	9.1	9.1	4.5
YUCCA ELEMENTARY	10	8	13	1	0	0	0	36.4	59.1	4.5	0.0	0.0	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.

Elementary & Secondary Act 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 STARS 120th day Staff file submission for the 2007-08 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 2007-08, highly qualified teacher report generated on 2/18/2009.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. ESEA 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%).