



ADEQUATE YEARLY PROGRESS SUMMARY

RIO RANCHO PUBLIC SCHOOLS

AYP Rating: AYP Not Met

Improvement Status: SI-1

	Total Number	Percent
Schools rated in district	15	100
Schools in School Improvement	5	33
Schools in Corrective Action	1	7
Schools in Restructuring	3	20

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

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).

2007-2008 STUDENT DEMOGRAPHICS*

	RIO RANCHO PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	7584	48.7	157911	48.9
Male	7991	51.3	165190	51.1
Caucasian	7478	48.0	95275	29.5
African-American	697	4.5	8424	2.6
Hispanic	6388	41.0	17918	55.5
Asian/Pacific Islander	372	2.4	4441	1.4
American Indian	640	4.1	35780	11.1
English Language Learners	757	4.9	59903	18.5
Students with Disabilities	1971	12.7	48691	15.1
Free/Reduced Lunch Program	5149	33.1	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
COLINAS DEL NORTE EL	AYP Not Met	Progressing	EAGLE RIDGE MIDDLE	AYP Not Met	CA
ENCHANTED HILLS ELEM	Meets AYP	Progressing	ERNEST STAPLETON ELE	AYP Not Met	SI-1
INDEPENDENCE HIGH	AYP Not Met	R-1	LINCOLN MIDDLE	AYP Not Met	SI-1
MAGGIE CORDOVA	Meets AYP	Progressing	MARTIN KING JR ELEM	AYP Not Met	SI-1
MOUNTAIN VIEW MIDDLE	AYP Not Met	Progressing	PUESTA DEL SOL ELEM	AYP Not Met	SI-1
RIO RANCHO CYBER ACD	AYP Not Met	SI-1	RIO RANCHO ELEM	AYP Not Met	Progressing
RIO RANCHO HIGH	AYP Not Met	R-1	RIO RANCHO MID HIGH	AYP Not Met	R-1
VISTA GRANDE ELEM	AYP Not Met	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								ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP			
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	69.6	75.6	65.8	64.5	68.3	58.8	57.4	52.3	27.0	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	71.1	76.0	65.9	66.3	73.9	65.9	59.7	47.7	24.0	
District Wide-Grades 11	Reading Proficiency	56	57.0	60.3	52.5	52.7	73.7	45.7	44.9	15.0	16.2	
COLINAS DEL NORTE EL	Reading Proficiency	59	65.1	71.3	70.6	57.7	***	75.0	53.7	47.2	20.8	
EAGLE RIDGE MIDDLE	Reading Proficiency	53	63.9	70.5	63.2	59.0	50.0	60.0	55.3	49.3	26.6	
ENCHANTED HILLS ELEM	Reading Proficiency	59	79.1	84.1	***	69.9	***	***	67.2	50.0	46.7	
ERNEST STAPLETON ELE	Reading Proficiency	59	65.8	70.7	58.3	64.1	***	47.6	54.6	43.5	19.6	
INDEPENDENCE HIGH	Reading Proficiency	56	21.4	***	***	30.0	***	***	***	***	***	
LINCOLN MIDDLE	Reading Proficiency	53	66.9	69.3	75.0	63.1	77.3	52.6	57.0	49.0	9.6	
MAGGIE CORDOVA	Reading Proficiency	59	79.4	85.9	86.7	77.1	***	58.3	69.1	66.7	43.8	
MARTIN KING JR ELEM	Reading Proficiency	59	73.0	79.8	52.6	68.0	75.0	61.5	60.9	66.7	20.4	
MOUNTAIN VIEW MIDDLE	Reading Proficiency	53	73.5	78.7	69.0	67.8	73.3	67.9	62.8	52.4	33.7	
PUESTA DEL SOL ELEM	Reading Proficiency	59	52.3	54.1	***	52.1	80.0	29.2	42.8	51.1	19.6	
RIO RANCHO CYBER ACD	Reading Proficiency	56	69.6	71.4	***	***	***	***	***	***	***	
RIO RANCHO ELEM	Reading Proficiency	59	66.7	67.1	50.0	68.7	***	60.0	64.8	66.7	22.9	
RIO RANCHO HIGH	Reading Proficiency	56	58.4	62.0	52.5	54.1	73.7	46.9	44.9	15.4	16.4	
RIO RANCHO MID HIGH	Reading Proficiency	56	76.4	81.1	60.0	72.4	82.4	76.6	65.2	43.1	24.1	
VISTA GRANDE ELEM	Reading Proficiency	59	78.9	88.6	81.3	67.7	81.8	***	68.5	54.3	29.4	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	62.2	70.0	55.8	54.9	65.1	53.5	50.2	45.4	30.0	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	56.8	64.2	46.7	49.3	67.7	50.0	42.1	29.2	17.1	
District Wide-Grades 11	Math Proficiency	40	49.8	56.4	30.0	42.1	63.2	45.7	35.2	7.5	13.7	
COLINAS DEL NORTE EL	Math Proficiency	44	55.6	61.5	47.1	50.8	***	50.0	49.5	39.6	26.4	
EAGLE RIDGE MIDDLE	Math Proficiency	35	38.9	43.8	31.6	36.2	20.0	34.3	29.7	23.9	10.9	
ENCHANTED HILLS ELEM	Math Proficiency	44	74.4	81.8	***	61.7	***	***	69.0	38.9	53.3	
ERNEST STAPLETON ELE	Math Proficiency	44	60.4	65.3	58.3	55.7	***	61.9	51.1	37.0	26.1	
INDEPENDENCE HIGH	Math Proficiency	37	<2.0	***	***	<2.0	***	***	***	***	***	
LINCOLN MIDDLE	Math Proficiency	35	56.8	62.9	44.4	51.1	72.7	42.1	44.3	39.2	11.0	
MAGGIE CORDOVA	Math Proficiency	44	81.1	85.9	60.0	80.5	***	66.7	71.1	70.4	46.9	
MARTIN KING JR ELEM	Math Proficiency	44	66.8	74.5	63.2	56.7	83.3	61.5	50.9	66.7	34.7	
MOUNTAIN VIEW MIDDLE	Math Proficiency	35	63.4	72.9	62.1	51.0	73.3	57.1	44.5	35.7	25.6	
PUESTA DEL SOL ELEM	Math Proficiency	44	46.1	50.4	***	42.3	70.0	33.3	38.7	44.4	20.0	
RIO RANCHO CYBER ACD	Math Proficiency	37	17.4	21.4	***	***	***	***	***	***	***	
RIO RANCHO ELEM	Math Proficiency	44	53.3	62.9	41.7	44.4	***	30.0	37.6	40.0	17.1	
RIO RANCHO HIGH	Math Proficiency	40	52.8	59.3	30.0	45.9	63.2	46.9	36.7	10.3	14.6	
RIO RANCHO MID HIGH	Math Proficiency	37	62.2	68.9	48.9	54.7	82.4	61.7	49.3	23.5	17.6	

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								ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP			
VISTA GRANDE ELEM	Math Proficiency	44	67.8	75.9	68.8	59.9	54.6	***	64.8	54.3	29.4	
All Students-Grade K-5	Attendance Rate	92	95.0	95.2	95.8	94.8	95.8	93.7	94.4	95.3	94.1	
All Students-Grades 6, 7 & 8	Attendance Rate	92	94.4	94.5	95.0	94.3	94.6	93.1	93.3	94.1	92.5	
COLINAS DEL NORTE EL	Attendance Rate	92	94.4	94.8	95.6	94.1	***	93.1	93.8	95.0	93.8	
EAGLE RIDGE MIDDLE	Attendance Rate	92	94.7	94.9	95.9	94.7	91.1	93.6	94.4	94.4	93.4	
ENCHANTED HILLS ELEM	Attendance Rate	92	95.3	95.5	***	94.7	***	***	93.5	94.3	93.6	
ERNEST STAPLETON ELE	Attendance Rate	92	94.3	94.4	94.5	94.3	***	93.9	93.9	94.2	93.3	
HOME SCHOOL	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
HOMEBOUND/HOSPITAL	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
LINCOLN MIDDLE	Attendance Rate	92	94.5	94.4	94.3	94.5	96.4	93.9	93.4	95.2	92.4	
MAGGIE CORDOVA	Attendance Rate	92	95.0	95.2	95.7	94.9	***	93.6	94.6	95.4	94.4	
MARTIN KING JR ELEM	Attendance Rate	92	95.1	95.3	96.3	94.7	97.0	94.3	94.6	95.3	94.0	
MISC PRIVATE	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
MOUNTAIN VIEW MIDDLE	Attendance Rate	92	94.7	94.7	94.8	94.7	96.0	93.6	93.4	94.9	93.0	
NM SCH FOR THE DEAF	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
PUESTA DEL SOL ELEM	Attendance Rate	92	93.9	94.0	***	93.7	93.7	94.2	93.5	94.9	94.1	
RIO RANCHO ELEM	Attendance Rate	92	94.6	94.7	94.9	94.5	***	93.5	94.2	95.7	93.6	
VISTA GRANDE ELEM	Attendance Rate	92	95.0	95.3	94.4	95.0	96.6	***	94.4	95.2	94.5	
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	Graduation Rate	90	50.0	***	***	48.3	***	***	***	***	***	
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	
RIO RANCHO MID HIGH	Graduation Rate	90	

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			
	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall												
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			
	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall												
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	99	581	18	55	21	6	99	581	10	55	32	2	99	581	19	72	8	0
Male	98	636	14	48	25	12	99	636	15	46	36	3	99	636	24	65	10	0
Caucasian	99	558	20	54	17	7	99	558	18	55	24	3	99	557	31	62	5	0
Black	98	51	20	37	25	16	98	51	4	47	43	4	98	51	8	80	10	0
Hispanic	99	526	11	50	27	10	99	526	10	45	43	2	100	527	15	73	12	0
Asian	100	33	21	45	30	3	100	33	12	55	33	0	100	33	18	82	0	0
Am.Indian ¹	98	49	4	47	29	18	100	49	2	49	47	2	98	49	8	67	22	0
SWD ²	93	157	5	25	30	32	96	157	5	28	55	8	97	157	10	67	18	1
ELL ³	99	113	9	48	27	16	100	113	5	47	44	4	100	113	8	75	17	0
FRLP ⁴	99	498	9	45	32	13	100	498	7	46	42	4	100	499	12	75	12	0
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	1,217	16	51	23	9	99	1,217	13	50	34	3	99	1,217	22	69	9	0
All 2006-07	100	1,132	7	61	22	10	100	1,130	9	51	37	4	100	1,128	23	70	7	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 Participating	Number Tested	Percent at Each Proficiency Level				Percent Participating	Number Tested	Percent at Each Proficiency Level				Percent Participating	Number Tested	Percent at Each Proficiency Level			
			Advanced	Proficient	Nearing Proficiency	Beginning Step			Advanced	Proficient	Nearing Proficiency	Beginning Step			Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	571	16	57	23	5	100	571	16	44	36	3	100	570	6	67	26	1
Male	99	611	9	53	30	7	100	611	15	44	38	2	100	611	7	67	26	1
Caucasian	99	570	15	58	22	3	100	570	20	46	32	1	100	570	8	72	19	0
Black	98	56	9	54	29	7	100	56	11	38	45	7	100	55	4	64	33	0
Hispanic	100	487	9	52	30	8	100	487	11	44	41	4	100	487	5	61	32	2
Asian	95	22	14	41	27	14	100	22	18	45	36	0	100	22	9	64	27	0
Am.Indian ¹	100	47	9	55	28	9	100	47	19	30	45	6	100	47	4	60	36	0
SWD ²	97	126	4	29	38	26	100	126	4	29	61	6	100	126	1	58	40	1
ELL ³	100	103	3	44	45	9	100	103	10	36	52	2	100	104	2	55	41	2
FRLP ⁴	100	449	7	49	33	10	100	449	9	40	46	5	100	449	2	59	37	1
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	1,182	12	55	26	6	100	1,182	16	44	37	3	100	1,181	6	67	26	1
All 2006-07	100	1,119	14	54	24	8	100	1,119	19	43	35	3	100	1,119	6	69	23	1
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 Participating	Number Tested	Percent at Each Proficiency Level				Percent Participating	Number Tested	Percent at Each Proficiency Level				Percent Participating	Number Tested	Percent at Each Proficiency Level			
			Advanced	Proficient	Nearing Proficiency	Beginning Step			Advanced	Proficient	Nearing Proficiency	Beginning Step			Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	582	24	55	19	2	100	582	16	44	37	3	99	582	5	57	37	0
Male	99	598	13	54	27	5	99	598	18	42	35	4	99	598	9	60	29	1
Caucasian	99	535	23	56	17	3	99	535	24	47	26	2	99	535	11	63	24	1
Black	100	53	25	57	19	0	100	53	9	53	36	2	100	53	4	60	36	0
Hispanic	99	517	13	53	29	4	99	517	12	37	46	5	99	517	4	53	41	1
Asian	100	34	15	53	29	3	100	34	18	53	29	0	100	34	3	59	38	0
Am.Indian ¹	100	41	12	54	32	2	100	41	5	46	49	0	100	41	2	51	46	0
SWD ²	96	141	2	18	55	21	96	141	4	20	58	15	96	141	1	35	55	4
ELL ³	99	94	1	50	41	6	99	94	5	31	57	5	100	94	1	43	54	2
FRLP ⁴	99	442	10	48	35	6	99	442	8	36	50	6	99	442	3	48	47	2
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	1,180	18	55	23	3	99	1,180	17	43	36	3	99	1,180	7	58	33	1
All 2006-07	100	1,134	25	52	19	3	100	1,132	17	42	37	4	100	1,131	6	57	35	1
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																		
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	570	14	55	28	3	100	570	10	40	46	4	100	569	5	51	39	4
Male	100	598	7	49	40	4	100	598	11	40	45	4	100	599	7	50	40	3
Caucasian	100	555	13	55	29	3	100	555	14	45	38	3	100	556	8	58	31	2
Black	100	52	8	52	37	4	100	52	10	25	60	6	100	52	4	44	46	6
Hispanic	100	469	7	49	39	4	100	469	7	37	52	5	100	468	5	44	46	5
Asian	100	34	9	53	29	9	100	34	26	32	32	9	100	34	6	44	38	12
Am.Indian ¹	100	58	3	45	47	5	98	58	2	34	59	3	100	58	0	38	59	3
SWD ²	99	131	5	15	55	24	100	131	5	9	62	24	100	131	7	14	63	16
ELL ³	99	97	0	38	53	8	100	97	3	25	66	6	100	96	1	36	54	8
FRLP ⁴	99	421	5	46	42	6	100	421	5	31	57	6	100	422	3	41	50	6
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	1,168	10	52	34	4	100	1,168	10	40	46	4	100	1,168	6	51	39	4
All 2006-07	100	1,146	11	45	38	6	100	1,145	14	34	44	7	100	1,146	4	54	38	4
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																		
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	643	19	55	23	2	99	643	13	37	44	6	99	642	5	53	39	3
Male	99	602	12	58	26	3	99	602	16	41	37	5	99	602	6	56	34	3
Caucasian	99	591	18	58	21	2	99	591	19	42	35	3	99	591	7	61	30	2
Black	98	59	15	56	25	2	98	59	15	36	41	7	98	59	2	46	49	2
Hispanic	99	521	12	55	29	3	99	521	9	36	46	8	99	520	5	49	41	4
Asian	96	27	22	52	22	0	100	27	22	37	37	4	100	27	7	48	41	4
Am.Indian ¹	100	47	13	60	21	6	100	47	9	34	53	4	98	47	2	43	51	2
SWD ²	96	144	6	22	51	17	96	144	6	13	51	25	95	144	3	19	61	11
ELL ³	99	81	9	53	36	1	99	81	1	33	57	7	100	81	1	36	59	4
FRLP ⁴	98	440	9	52	33	4	98	440	7	32	51	9	98	440	1	45	47	5
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	1,245	15	57	25	3	99	1,245	15	39	41	5	99	1,244	6	55	36	3
All 2006-07	100	1,092	14	55	27	3	100	1,092	15	35	40	10	100	1,092	5	51	39	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	99	561	12	67	17	2	100	561	17	43	31	7	100	561	2	36	52	10	
Male	99	609	4	66	23	6	99	609	13	44	35	7	99	609	1	41	45	11	
Caucasian	99	561	11	69	18	2	99	561	22	45	29	4	99	561	2	49	42	6	
Black	98	60	7	52	32	8	98	60	5	40	35	18	98	60	0	23	50	25	
Hispanic	99	468	6	65	22	7	99	468	10	41	39	10	99	468	1	28	56	15	
Asian	100	22	14	68	18	0	100	22	23	59	9	9	100	22	5	45	41	9	
Am.Indian ¹	100	58	2	72	21	5	100	58	7	50	38	5	100	58	0	38	55	7	
SWD ²	96	135	4	21	45	27	96	135	4	13	44	36	96	135	1	10	43	41	
ELL ³	98	61	3	43	38	15	98	61	7	21	48	23	98	61	2	7	54	36	
FRLP ⁴	98	374	5	57	28	8	98	374	10	37	37	14	98	374	1	26	52	19	
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***	
All 2007-08	99	1,170	8	67	20	4	99	1,170	15	44	33	7	99	1,170	1	38	49	11	
All 2006-07	99	1,191	4	68	25	3	99	1,192	14	43	35	7	99	1,189	1	39	52	7	
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	100	523	8	52	34	6	100	523	11	37	39	14	89	523	3	37	48	3	
Male	98	504	5	44	35	13	98	504	14	34	31	18	84	503	2	41	37	4	
Caucasian	99	537	8	51	30	10	99	537	15	40	30	13	88	536	3	46	37	2	
Black	96	46	7	46	37	7	96	46	9	22	41	24	89	46	0	22	67	0	
Hispanic	99	384	4	45	40	10	99	384	9	31	41	18	85	384	2	32	46	5	
Asian	100	21	5	67	24	5	100	21	29	33	29	10	90	21	10	48	29	5	
Am.Indian ¹	100	39	5	38	51	5	100	39	8	36	41	15	92	39	0	26	64	3	
SWD ²	98	130	6	9	42	41	98	130	5	8	28	57	77	129	5	8	54	10	
ELL ³	100	46	0	15	61	24	100	46	0	9	52	39	87	46	0	4	67	15	
FRLP ⁴	98	187	4	39	42	14	98	187	9	25	43	21	85	187	2	28	50	6	
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***	
All 2007-08	99	1,027	6	48	34	9	99	1,027	13	35	35	16	87	1,026	2	39	42	3	
All 2006-07	98	963	7	52	30	9	98	963	11	38	35	14	***	6	***	***	***	***	
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
Cour, Lisa	9.5
Patel, Divyesh	5
Scharfglass, Marty	6
Schlichte, Don	7
Terry, Margaret	6

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	67,730,464	66
Instructional Support Services	34,396,902	33
Students	10,304,430	30
Instruction	3,260,400	9
General Administration	2,296,588	7
School Administration	5,727,534	17
Central Services	2,231,690	6
Operations & Maintenance	10,563,539	31
Student Transportation	8,989	<1
Non-Instructional Support	662,219	1
Food Services	0	0
Community Services	662,219	100
Capital Outlay	64,464	<1
Total Expenditures	102,854,049	

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: 0.10%

	Core Classes not taught by Highly Qualified Teachers	
	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	N/A
Low Poverty Schools	4.2%	3.0%

	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	22,391	58.5%	41.6%	4.5%
DISTRICT WIDE	1047	56.6	42.7	2.8
COLINAS DEL NORTE EL	85	57.6	41.2	0.0
EAGLE RIDGE MIDDLE	50	66.0	34.0	3.1
ENCHANTED HILLS ELEM	59	54.2	45.8	0.0
ERNEST STAPLETON ELE	68	64.7	35.3	0.0
INDEPENDENCE HIGH	18	44.4	50.0	?
LINCOLN MIDDLE	52	63.5	36.5	1.9
MAGGIE CORDOVA	54	63.0	37.0	0.0
MARTIN KING JR ELEM	62	45.2	53.2	1.7
MOUNTAIN VIEW MIDDLE	56	57.1	41.1	3.6
PUESTA DEL SOL ELEM	68	54.4	45.6	0.0
RIO RANCHO CYBER ACD	7	28.6	71.4	0.0
RIO RANCHO ELEM	60	61.7	38.3	0.0
RIO RANCHO HIGH	185	47.6	51.9	5.7
RIO RANCHO MID HIGH	144	61.8	37.5	2.8
SHINING STARS PRESCHOOL	22	45.5	54.5	***
VISTA GRANDE ELEM	66	62.1	36.4	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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 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	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	1246	1665	97	22	55	17	40.2	53.7	3.1	0.7	1.8	0.5
DISTRICT WIDE TOTALS	2	1153	1573	236	58	66	16	37.2	50.7	7.6	1.9	2.1	0.5
DISTRICT WIDE TOTALS	3	1511	1445	69	20	35	22	48.7	46.6	2.2	0.6	1.1	0.7
DISTRICT WIDE TOTALS	4	1392	1465	134	27	34	50	44.9	47.2	4.3	0.9	1.1	1.6
DISTRICT WIDE TOTALS	5	1180	1481	101	22	270	48	38.0	47.7	3.3	0.7	8.7	1.5
DISTRICT WIDE TOTALS	6	1197	1579	115	41	122	48	38.6	50.9	3.7	1.3	3.9	1.5
DISTRICT WIDE TOTALS	7	1029	1453	275	66	172	107	33.2	46.8	8.9	2.1	5.5	3.4
DISTRICT WIDE TOTALS	8	1654	1281	106	20	20	21	53.3	41.3	3.4	0.6	0.6	0.7
DISTRICT WIDE TOTALS	9	1255	1565	90	21	124	47	40.5	50.5	2.9	0.7	4.0	1.5
DISTRICT WIDE TOTALS	10	1250	1534	218	33	26	41	40.3	49.5	7.0	1.1	0.8	1.3
COLINAS DEL NORTE EL	1	92	117	9	0	2	1	41.6	52.9	4.1	0.0	0.9	0.5
COLINAS DEL NORTE EL	2	51	102	45	19	3	1	23.1	46.2	20.4	8.6	1.4	0.5
COLINAS DEL NORTE EL	3	96	113	4	2	6	0	43.4	51.1	1.8	0.9	2.7	0.0
COLINAS DEL NORTE EL	4	101	108	4	2	2	4	45.7	48.9	1.8	0.9	0.9	1.8
COLINAS DEL NORTE EL	5	62	101	10	4	38	6	28.1	45.7	4.5	1.8	17.2	2.7
COLINAS DEL NORTE EL	6	84	111	6	5	14	1	38.0	50.2	2.7	2.3	6.3	0.5

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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
COLINAS DEL NORTE EL	7	45	95	27	12	31	11	20.4	43.0	12.2	5.4	14.0	5.0
COLINAS DEL NORTE EL	8	135	77	4	3	2	0	61.1	34.8	1.8	1.4	0.9	0.0
COLINAS DEL NORTE EL	9	81	117	10	1	11	1	36.7	52.9	4.5	0.5	5.0	0.5
COLINAS DEL NORTE EL	10	72	123	14	3	3	6	32.6	55.7	6.3	1.4	1.4	2.7
EAGLE RIDGE MIDDLE	1	80	113	15	2	3	0	37.6	53.1	7.0	0.9	1.4	0.0
EAGLE RIDGE MIDDLE	2	84	104	15	2	8	0	39.4	48.8	7.0	0.9	3.8	0.0
EAGLE RIDGE MIDDLE	3	107	93	10	3	0	0	50.2	43.7	4.7	1.4	0.0	0.0
EAGLE RIDGE MIDDLE	4	99	100	8	1	3	2	46.5	46.9	3.8	0.5	1.4	0.9
EAGLE RIDGE MIDDLE	5	78	106	7	0	19	3	36.6	49.8	3.3	0.0	8.9	1.4
EAGLE RIDGE MIDDLE	6	89	94	14	3	9	4	41.8	44.1	6.6	1.4	4.2	1.9
EAGLE RIDGE MIDDLE	7	74	97	23	7	3	9	34.7	45.5	10.8	3.3	1.4	4.2
EAGLE RIDGE MIDDLE	8	109	91	5	4	3	1	51.2	42.7	2.3	1.9	1.4	0.5
EAGLE RIDGE MIDDLE	9	76	113	10	2	9	3	35.7	53.1	4.7	0.9	4.2	1.4
EAGLE RIDGE MIDDLE	10	79	102	19	13	0	0	37.1	47.9	8.9	6.1	0.0	0.0
ENCHANTED HILLS ELEM	1	112	128	0	0	1	1	46.3	52.9	0.0	0.0	0.4	0.4
ENCHANTED HILLS ELEM	2	96	125	16	3	2	0	39.7	51.7	6.6	1.2	0.8	0.0
ENCHANTED HILLS ELEM	3	158	82	0	0	1	1	65.3	33.9	0.0	0.0	0.4	0.4
ENCHANTED HILLS ELEM	4	144	89	6	1	1	1	59.5	36.8	2.5	0.4	0.4	0.4
ENCHANTED HILLS ELEM	5	99	114	5	3	20	1	40.9	47.1	2.1	1.2	8.3	0.4
ENCHANTED HILLS ELEM	6	127	100	4	1	6	4	52.5	41.3	1.7	0.4	2.5	1.7
ENCHANTED HILLS ELEM	7	98	96	21	9	12	6	40.5	39.7	8.7	3.7	5.0	2.5
ENCHANTED HILLS ELEM	8	160	75	5	0	0	2	66.1	31.0	2.1	0.0	0.0	0.8
ENCHANTED HILLS ELEM	9	131	95	4	2	7	3	54.1	39.3	1.7	0.8	2.9	1.2
ENCHANTED HILLS ELEM	10	122	110	6	1	2	1	50.4	45.5	2.5	0.4	0.8	0.4
ERNEST STAPLETON ELE	1	71	76	1	0	1	1	47.3	50.7	0.7	0.0	0.7	0.7
ERNEST STAPLETON ELE	2	71	55	15	7	2	0	47.3	36.7	10.0	4.7	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
ERNEST STAPLETON ELE	3	76	69	1	1	3	0	50.7	46.0	0.7	0.7	2.0	0.0
ERNEST STAPLETON ELE	4	77	67	3	0	1	2	51.3	44.7	2.0	0.0	0.7	1.3
ERNEST STAPLETON ELE	5	54	75	3	0	17	1	36.0	50.0	2.0	0.0	11.3	0.7
ERNEST STAPLETON ELE	6	56	84	1	1	6	2	37.3	56.0	0.7	0.7	4.0	1.3
ERNEST STAPLETON ELE	7	49	66	14	4	11	6	32.7	44.0	9.3	2.7	7.3	4.0
ERNEST STAPLETON ELE	8	92	55	2	0	1	0	61.3	36.7	1.3	0.0	0.7	0.0
ERNEST STAPLETON ELE	9	69	71	4	0	5	1	46.0	47.3	2.7	0.0	3.3	0.7
ERNEST STAPLETON ELE	10	66	71	8	0	2	3	44.0	47.3	5.3	0.0	1.3	2.0
LINCOLN MIDDLE	1	39	77	4	0	2	0	32.0	63.1	3.3	0.0	1.6	0.0
LINCOLN MIDDLE	2	31	76	7	2	5	1	25.4	62.3	5.7	1.6	4.1	0.8
LINCOLN MIDDLE	3	54	63	1	0	2	2	44.3	51.6	0.8	0.0	1.6	1.6
LINCOLN MIDDLE	4	52	61	6	0	0	3	42.6	50.0	4.9	0.0	0.0	2.5
LINCOLN MIDDLE	5	40	71	0	0	10	1	32.8	58.2	0.0	0.0	8.2	0.8
LINCOLN MIDDLE	6	40	73	5	0	3	1	32.8	59.8	4.1	0.0	2.5	0.8
LINCOLN MIDDLE	7	42	64	10	1	1	4	34.4	52.5	8.2	0.8	0.8	3.3
LINCOLN MIDDLE	8	56	65	1	0	0	0	45.9	53.3	0.8	0.0	0.0	0.0
LINCOLN MIDDLE	9	42	73	3	0	3	1	34.4	59.8	2.5	0.0	2.5	0.8
LINCOLN MIDDLE	10	52	60	10	0	0	0	42.6	49.2	8.2	0.0	0.0	0.0
MAGGIE CORDOVA ELEM	1	115	120	5	0	5	0	46.9	49.0	2.0	0.0	2.0	0.0
MAGGIE CORDOVA ELEM	2	153	81	6	2	2	1	62.4	33.1	2.4	0.8	0.8	0.4
MAGGIE CORDOVA ELEM	3	137	102	1	2	2	1	55.9	41.6	0.4	0.8	0.8	0.4
MAGGIE CORDOVA ELEM	4	127	109	4	1	2	2	51.8	44.5	1.6	0.4	0.8	0.8
MAGGIE CORDOVA ELEM	5	126	88	6	0	22	3	51.4	35.9	2.4	0.0	9.0	1.2
MAGGIE CORDOVA ELEM	6	107	121	8	1	8	0	43.7	49.4	3.3	0.4	3.3	0.0
MAGGIE CORDOVA ELEM	7	87	107	27	5	8	11	35.5	43.7	11.0	2.0	3.3	4.5
MAGGIE CORDOVA ELEM	8	154	86	3	1	0	1	62.9	35.1	1.2	0.4	0.0	0.4

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
MAGGIE CORDOVA ELEM	9	106	117	7	3	9	3	43.3	47.8	2.9	1.2	3.7	1.2
MAGGIE CORDOVA ELEM	10	93	131	13	3	3	2	38.0	53.5	5.3	1.2	1.2	0.8
MARTIN KING JR ELEM	1	51	70	1	1	1	0	41.1	56.5	0.8	0.8	0.8	0.0
MARTIN KING JR ELEM	2	27	63	22	4	6	2	21.8	50.8	17.7	3.2	4.8	1.6
MARTIN KING JR ELEM	3	65	55	1	1	1	1	52.4	44.4	0.8	0.8	0.8	0.8
MARTIN KING JR ELEM	4	66	51	3	1	1	2	53.2	41.1	2.4	0.8	0.8	1.6
MARTIN KING JR ELEM	5	49	58	3	1	13	0	39.5	46.8	2.4	0.8	10.5	0.0
MARTIN KING JR ELEM	6	51	68	0	1	2	2	41.1	54.8	0.0	0.8	1.6	1.6
MARTIN KING JR ELEM	7	35	63	14	0	5	7	28.2	50.8	11.3	0.0	4.0	5.6
MARTIN KING JR ELEM	8	87	35	1	0	0	1	70.2	28.2	0.8	0.0	0.0	0.8
MARTIN KING JR ELEM	9	53	66	1	0	4	0	42.7	53.2	0.8	0.0	3.2	0.0
MARTIN KING JR ELEM	10	55	62	4	0	1	2	44.4	50.0	3.2	0.0	0.8	1.6
MOUNTAIN VIEW MIDDLE	1	160	297	27	6	15	4	31.4	58.3	5.3	1.2	2.9	0.8
MOUNTAIN VIEW MIDDLE	2	135	312	35	5	17	5	26.5	61.3	6.9	1.0	3.3	1.0
MOUNTAIN VIEW MIDDLE	3	198	279	16	1	10	5	38.9	54.8	3.1	0.2	2.0	1.0
MOUNTAIN VIEW MIDDLE	4	129	296	50	10	12	12	25.3	58.2	9.8	2.0	2.4	2.4
MOUNTAIN VIEW MIDDLE	5	138	280	28	6	47	10	27.1	55.0	5.5	1.2	9.2	2.0
MOUNTAIN VIEW MIDDLE	6	145	280	29	7	33	15	28.5	55.0	5.7	1.4	6.5	2.9
MOUNTAIN VIEW MIDDLE	7	146	242	58	10	39	14	28.7	47.5	11.4	2.0	7.7	2.8
MOUNTAIN VIEW MIDDLE	8	191	258	40	5	8	7	37.5	50.7	7.9	1.0	1.6	1.4
MOUNTAIN VIEW MIDDLE	9	153	280	21	4	34	17	30.1	55.0	4.1	0.8	6.7	3.3
MOUNTAIN VIEW MIDDLE	10	205	251	34	4	7	8	40.3	49.3	6.7	0.8	1.4	1.6
PUESTA DEL SOL ELEM	1	149	134	3	1	4	0	51.2	46.0	1.0	0.3	1.4	0.0
PUESTA DEL SOL ELEM	2	149	130	7	3	1	1	51.2	44.7	2.4	1.0	0.3	0.3
PUESTA DEL SOL ELEM	3	170	113	3	0	2	3	58.4	38.8	1.0	0.0	0.7	1.0
PUESTA DEL SOL ELEM	4	174	110	2	1	1	3	59.8	37.8	0.7	0.3	0.3	1.0

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PUESTA DEL SOL ELEM	5	128	118	13	0	25	7	44.0	40.5	4.5	0.0	8.6	2.4
PUESTA DEL SOL ELEM	6	156	122	3	0	7	3	53.6	41.9	1.0	0.0	2.4	1.0
PUESTA DEL SOL ELEM	7	127	119	14	4	14	13	43.6	40.9	4.8	1.4	4.8	4.5
PUESTA DEL SOL ELEM	8	200	88	1	0	1	1	68.7	30.2	0.3	0.0	0.3	0.3
PUESTA DEL SOL ELEM	9	161	119	3	0	5	3	55.3	40.9	1.0	0.0	1.7	1.0
PUESTA DEL SOL ELEM	10	123	143	16	0	4	5	42.3	49.1	5.5	0.0	1.4	1.7
RIO RANCHO ALT SCH	1	35	17	0	0	0	1	66.0	32.1	0.0	0.0	0.0	1.9
RIO RANCHO ALT SCH	2	24	17	8	3	0	1	45.3	32.1	15.1	5.7	0.0	1.9
RIO RANCHO ALT SCH	3	36	16	0	0	0	1	67.9	30.2	0.0	0.0	0.0	1.9
RIO RANCHO ALT SCH	4	32	18	1	1	0	1	60.4	34.0	1.9	1.9	0.0	1.9
RIO RANCHO ALT SCH	5	30	21	0	0	1	1	56.6	39.6	0.0	0.0	1.9	1.9
RIO RANCHO ALT SCH	6	31	20	0	0	0	2	58.5	37.7	0.0	0.0	0.0	3.8
RIO RANCHO ALT SCH	7	23	17	3	1	2	7	43.4	32.1	5.7	1.9	3.8	13.2
RIO RANCHO ALT SCH	8	36	14	1	0	0	2	67.9	26.4	1.9	0.0	0.0	3.8
RIO RANCHO ALT SCH	9	33	17	2	0	0	1	62.3	32.1	3.8	0.0	0.0	1.9
RIO RANCHO ALT SCH	10	25	19	5	0	1	3	47.2	35.8	9.4	0.0	1.9	5.7
RIO RANCHO CYBER ACD	1	13	7	0	0	0	0	65.0	35.0	0.0	0.0	0.0	0.0
RIO RANCHO CYBER ACD	2	8	10	0	1	0	1	40.0	50.0	0.0	5.0	0.0	5.0
RIO RANCHO CYBER ACD	3	11	7	1	1	0	0	55.0	35.0	5.0	5.0	0.0	0.0
RIO RANCHO CYBER ACD	4	11	7	2	0	0	0	55.0	35.0	10.0	0.0	0.0	0.0
RIO RANCHO CYBER ACD	5	13	6	1	0	0	0	65.0	30.0	5.0	0.0	0.0	0.0
RIO RANCHO CYBER ACD	6	12	6	0	1	0	1	60.0	30.0	0.0	5.0	0.0	5.0
RIO RANCHO CYBER ACD	7	7	6	3	2	0	2	35.0	30.0	15.0	10.0	0.0	10.0
RIO RANCHO CYBER ACD	8	12	6	1	1	0	0	60.0	30.0	5.0	5.0	0.0	0.0
RIO RANCHO CYBER ACD	9	13	4	2	1	0	0	65.0	20.0	10.0	5.0	0.0	0.0
RIO RANCHO CYBER ACD	10	11	8	0	0	0	1	55.0	40.0	0.0	0.0	0.0	5.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
RIO RANCHO ELEM	1	36	64	3	1	4	1	33.0	58.7	2.8	0.9	3.7	0.9
RIO RANCHO ELEM	2	30	57	17	2	2	1	27.5	52.3	15.6	1.8	1.8	0.9
RIO RANCHO ELEM	3	44	55	7	1	1	1	40.4	50.5	6.4	0.9	0.9	0.9
RIO RANCHO ELEM	4	46	55	4	2	2	0	42.2	50.5	3.7	1.8	1.8	0.0
RIO RANCHO ELEM	5	31	55	8	1	14	0	28.4	50.5	7.3	0.9	12.8	0.0
RIO RANCHO ELEM	6	38	58	4	3	5	1	34.9	53.2	3.7	2.8	4.6	0.9
RIO RANCHO ELEM	7	25	50	17	3	12	2	22.9	45.9	15.6	2.8	11.0	1.8
RIO RANCHO ELEM	8	61	44	3	0	1	0	56.0	40.4	2.8	0.0	0.9	0.0
RIO RANCHO ELEM	9	42	50	6	2	8	1	38.5	45.9	5.5	1.8	7.3	0.9
RIO RANCHO ELEM	10	39	59	8	0	1	2	35.8	54.1	7.3	0.0	0.9	1.8
RIO RANCHO HIGH	1	155	252	10	3	9	5	35.7	58.1	2.3	0.7	2.1	1.2
RIO RANCHO HIGH	2	168	233	19	3	10	1	38.7	53.7	4.4	0.7	2.3	0.2
RIO RANCHO HIGH	3	195	212	15	4	4	4	44.9	48.8	3.5	0.9	0.9	0.9
RIO RANCHO HIGH	4	185	204	24	2	6	13	42.6	47.0	5.5	0.5	1.4	3.0
RIO RANCHO HIGH	5	196	192	9	3	23	11	45.2	44.2	2.1	0.7	5.3	2.5
RIO RANCHO HIGH	6	132	247	23	9	15	8	30.4	56.9	5.3	2.1	3.5	1.8
RIO RANCHO HIGH	7	167	232	14	3	12	6	38.5	53.5	3.2	0.7	2.8	1.4
RIO RANCHO HIGH	8	184	210	29	4	2	5	42.4	48.4	6.7	0.9	0.5	1.2
RIO RANCHO HIGH	9	155	242	7	4	17	9	35.7	55.8	1.6	0.9	3.9	2.1
RIO RANCHO HIGH	10	163	214	44	8	1	4	37.6	49.3	10.1	1.8	0.2	0.9
RIO RANCHO MID HIGH	1	64	134	17	8	5	3	27.7	58.0	7.4	3.5	2.2	1.3
RIO RANCHO MID HIGH	2	79	140	6	1	4	1	34.2	60.6	2.6	0.4	1.7	0.4
RIO RANCHO MID HIGH	3	90	127	9	2	1	2	39.0	55.0	3.9	0.9	0.4	0.9
RIO RANCHO MID HIGH	4	81	128	12	3	3	4	35.1	55.4	5.2	1.3	1.3	1.7
RIO RANCHO MID HIGH	5	78	133	4	4	10	2	33.8	57.6	1.7	1.7	4.3	0.9
RIO RANCHO MID HIGH	6	70	127	12	7	12	3	30.3	55.0	5.2	3.0	5.2	1.3

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
RIO RANCHO MID HIGH	7	71	136	8	1	10	5	30.7	58.9	3.5	0.4	4.3	2.2
RIO RANCHO MID HIGH	8	93	129	7	1	0	1	40.3	55.8	3.0	0.4	0.0	0.4
RIO RANCHO MID HIGH	9	74	135	6	1	11	4	32.0	58.4	2.6	0.4	4.8	1.7
RIO RANCHO MID HIGH	10	79	114	32	1	1	4	34.2	49.4	13.9	0.4	0.4	1.7
VISTA GRANDE ELEM	1	74	59	2	0	3	0	53.6	42.8	1.4	0.0	2.2	0.0
VISTA GRANDE ELEM	2	47	68	18	1	4	0	34.1	49.3	13.0	0.7	2.9	0.0
VISTA GRANDE ELEM	3	74	59	0	2	2	1	53.6	42.8	0.0	1.4	1.4	0.7
VISTA GRANDE ELEM	4	68	62	5	2	0	1	49.3	44.9	3.6	1.4	0.0	0.7
VISTA GRANDE ELEM	5	58	63	4	0	11	2	42.0	45.7	2.9	0.0	8.0	1.4
VISTA GRANDE ELEM	6	59	68	6	2	2	1	42.8	49.3	4.3	1.4	1.4	0.7
VISTA GRANDE ELEM	7	33	63	22	4	12	4	23.9	45.7	15.9	2.9	8.7	2.9
VISTA GRANDE ELEM	8	84	48	3	1	2	0	60.9	34.8	2.2	0.7	1.4	0.0
VISTA GRANDE ELEM	9	66	66	4	1	1	0	47.8	47.8	2.9	0.7	0.7	0.0
VISTA GRANDE ELEM	10	66	67	5	0	0	0	47.8	48.6	3.6	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%).