



**Adequate Yearly Progress (AYP) Summary**

QUESTA INDEPENDENT SCHOOLS	
<b>AYP Rating</b> Not Met	
<b>Improvement Status</b> Progressing	
<b>Schools rated in the district</b>	5
<b>Schools in Improvement</b>	0
<b>Schools in Corrective Action</b>	0
<b>Schools in Restructuring</b>	1

- Graduation
- Teacher Quality
- Quality of Education Survey (Parent Survey)
- NAEP Assessment Summary for Grades 4 and 8

**Definitions and Abbreviations**

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Amer: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years
- ED: (FRL) qualifies the student as Economically Disadvantaged
- SWD: Students with disabilities; does not include special education students who are gifted
- High Poverty Schools: Schools with the most students eligible for FRL (top 25%)
- Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)

Source: PED Assessment and Accountability

**What is Adequate Yearly Progress (AYP)?**

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order 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 states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2010-2011, but that were derived from the achievement of students in the 2009-2010 school year.

**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 attendance in elementary and middle schools and graduation for high schools.

**Who has to meet AYP?**

Subgroups of 25 or more students within each school, district, and the state must meet AYP. The subgroups include Caucasian, African American, Asian/Pacific Islander, Hispanic, American Indian/Alaskan Native, Economically Disadvantaged (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

**THIS REPORT INCLUDES:**

- AYP Summary
- Student Demographics
- AYP by Schools
- AYP by Subgroups
- Expenditures
- School Board Member Training
- Assessment Proficiency by Subgroup for Grades 3-8, and 11

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

(Delay = made AYP the first of two years required to leave the designation and to return to Progressing)

<b>Student Demographics</b>				
	QUESTA INDEPENDENT SCHOOLS		Statewide	
	N	%	N	%
All Students	412	100	334,324	100
Female	212	51.5	163,140	48.8
Male	200	48.5	171,184	51.2
Caucasian	29	7.0	85,417	25.5
Afr Am	2	0.5	7,026	2.1
Hispanic	381	92.5	200,137	59.9
Asian	0	0.0	4,158	1.2
Am Indian	0	0.0	34,907	10.4
ELL	85	20.6	47,677	14.3
SWD	70	0.2	44,235	0.1
ED	412	100.0	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	0	0.0	0	0.0

Source: District's 40th day submission to the NM Public Education Department (PED) \* ELL Students new to the U.S. who qualified for exemption from Reading assessment

## Adequate Yearly Progress (AYP) for Schools within QUESTA INDEPENDENT SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Alta Vista Elementary	Met	Progressing	Alta Vista Intermediate	Not Met	R-1
Questa High	Not Met	Progressing	Questa Junior High	Met	Progressing
Rio Costilla Elementary	Not Met	Progressing			

Source: PED Assessment and Accountability

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by \*\*\*).

## Adequate Yearly Progress (AYP) for Subgroups with QUESTA INDEPENDENT SCHOOLS

	Academic Indicator	Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant
		%	Students	%	Amer	%	%	Indian	%	%	%	%
Questa Independent Schools	Reading Proficiency*	64	47	60	***	46	***	***	47	42	15	***
Alta Vista Elementary	Reading Proficiency*	67	57	***	***	55	***	***	57	54	***	***
Alta Vista Intermediate	Reading Proficiency*	63	43	***	***	42	***	***	43	42	10	***
Questa High	Reading Proficiency*	64	32	***	***	33	***	***	32	***	***	***
Questa Junior High	Reading Proficiency*	64	61	***	***	60	***	***	61	31	***	***
Rio Costilla Elementary	Reading Proficiency*	63	39	***	***	38	***	***	39	43	***	***
Questa Independent Schools	Reading Participation	64	99			99			99	100		***
Alta Vista Elementary	Reading Participation	67										
Alta Vista Intermediate	Reading Participation	63	100			100			100	100		***
Questa High	Reading Participation	64										
Questa Junior High	Reading Participation	64	100			100			100			***
Rio Costilla Elementary	Reading Participation	63										
Questa Independent Schools	Math Proficiency*	52	31	50	***	30	***	***	31	33	4	***
Alta Vista Elementary	Math Proficiency*	57	48	***	***	45	***	***	48	38	***	***
Alta Vista Intermediate	Math Proficiency*	54	29	***	***	28	***	***	29	33	10	***
Questa High	Math Proficiency*	53	11	***	***	12	***	***	11	***	***	***
Questa Junior High	Math Proficiency*	48	39	***	***	36	***	***	39	23	***	***
Rio Costilla Elementary	Math Proficiency*	54	28	***	***	25	***	***	28	36	***	***
Questa Independent Schools	Math Participation	52	99			99			99	100		***
Alta Vista Elementary	Math Participation	57										
Alta Vista Intermediate	Math Participation	54	100			100			100	100		***
Questa High	Math Participation	53										
Questa Junior High	Math Participation	48	100			100			100			***
Rio Costilla Elementary	Math Participation	54										
Questa Independent Schools	Attendance Rate	92	94	94	***	93	93	100	94	94	92	***
Alta Vista Elementary	Attendance Rate	92										
Alta Vista Intermediate	Attendance Rate	92										

## Adequate Yearly Progress (AYP) for Subgroups with QUESTA INDEPENDENT SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Questa High	Attendance Rate	92										
Questa Junior High	Attendance Rate	92										
Rio Costilla Elementary	Attendance Rate	92										
All Students in Grade 12	Graduation Rate	63	88	***	***	88	***	***	***	88	84	***
Questa High	Graduation Rate	63	88	***	***	88	***	***	***	88	84	***

Source: PED Assessment and Accountability

\* % of students scoring Proficient or Above; Full Academic Year only

\*\*\* Too few students to report    Blanks = no data available

## Proficiencies for Subgroups within QUESTA INDEPENDENT SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	51	***	***	51	***	***	51	48	14	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	42	***	***	43	***	***	42	20	9	***
District Wide-Grades 11	Reading Proficiency*	64	38	***	***	35	***	***	38	42	***	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	39	***	***	37	***	***	39	38	7	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	26	***	***	26	***	***	26	16	0	***
District Wide-Grades 11	Math Proficiency*	52	12	***	***	12	***	***	12	32	***	***

Source: PED Assessment and Accountability

\* % of students scoring Proficient or Above; Full Academic Year only

\*\*\* Too few students to report    Blanks = No Data Available

## Expenditures

Expenditure (\$)		%
<b>Direct Instruction</b>	<b>2,189,348</b>	<b>48</b>
<b>Instructional Support</b>	<b>2,224,090</b>	<b>49</b>
Students	364,296	8
Instruction	104,695	2
General Administration	322,819	7
School Administration	437,128	9
Central Services	325,861	7
Operations Maintenance	663,855	14
Student Transportation	5,435	<1
Other	0	<1
<b>Non-Instructional Support</b>	<b>56,419</b>	<b>1</b>
Food Services	56,419	1
Community Services	0	<1
<b>Capital Outlay</b>	<b>0</b>	<b>&lt;1</b>
<b>Total</b>	<b>4,469,857</b>	<b>100</b>

Source: PED Budget Office; general fund operational expenditures only

## School Board Training

Board Member	Number of Points*
Bernie Torres	27
David Zimmerman	39
Dwayne Ortega	7
Joe Cisneros	9
Mathew Ortega	13
Nancy Gonzalez	18
Robert Medina	1

Source: New Mexico School Board Association

\* Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

### State Assessment Results (district results exclude charter schools)

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternate Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2010. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

Proficiencies for Subgroups within QUESTA INDEPENDENT SCHOOLS																					
3rd Grade	READING							MATH							SCIENCE						
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	14	0	64	29	7	0	100	14	0	43	43	14	0	100	14	7	64	29	0	0
Male	100	14	0	43	43	14	0	100	14	0	43	57	0	0	100	14	0	86	14	0	0
Caucasian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	25	0	52	36	12	0	100	25	0	40	56	4	0	100	25	4	72	24	0	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	16	0	50	38	12	0	100	16	0	38	56	6	0	100	16	0	75	25	0	0
ED	100	28	0	54	36	11	0	100	28	0	43	50	7	0	100	28	4	75	21	0	0
SWD	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	28	0	54	36	11	0	100	28	0	43	50	7	0	100	28	4	75	21	0	0
ALL2008-09	100	27	7	55	22	14	0	100	27	3	33	55	7	0	100	27	7	77	11	3	0
NM2009-10	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
NM2008-09	99	25,222	9	51	23	14	0	99	25,229	8	45	41	3	0	99	25,214	11	70	16	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within QUESTA INDEPENDENT SCHOOLS**

4th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	12	8	25	42	25	0	100	12	0	33	58	8	0	100	12	0	33	58	8	0
Male	100	14	21	36	29	14	0	100	14	14	29	50	7	0	100	14	0	43	43	14	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	25	16	32	36	16	0	100	25	8	32	52	8	0	100	25	0	40	48	12	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	16	6	25	44	25	0	100	16	6	31	50	12	0	100	16	0	31	50	19	0
ED	100	26	15	31	35	19	0	100	26	8	31	54	8	0	100	26	0	38	50	12	0
SWD	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
NM2009-10	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
ALL2009-10	100	26	15	31	35	19	0	100	26	8	31	54	8	0	100	26	0	38	50	12	0
NM2008-09	99	25,138	10	41	32	14	0	99	25,140	8	33	50	7	0	99	25,121	1	50	44	3	0
ALL2008-09	100	34	8	35	41	14	0	97	35	8	17	65	5	2	97	35	0	42	51	2	2

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within QUESTA INDEPENDENT SCHOOLS**

5th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	20	15	40	40	5	0	100	20	5	30	55	10	0	100	20	0	35	55	10	0
Male	100	14	14	36	43	7	0	100	14	14	21	57	7	0	100	14	0	57	36	7	0
Caucasian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	33	15	36	42	6	0	100	33	9	24	58	9	0	100	33	0	42	48	9	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	32	16	41	38	6	0	100	32	9	28	53	9	0	100	32	0	47	44	9	0
ED	100	34	15	38	41	6	0	100	34	9	26	56	9	0	100	34	0	44	47	9	0
SWD	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	34	15	38	41	6	0	100	34	9	26	56	9	0	100	34	0	44	47	9	0
ALL2008-09	100	37	5	40	51	2	0	100	37	0	18	67	13	0	100	37	0	40	56	2	0
NM2009-10	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
NM2008-09	99	24,494	13	44	33	8	0	99	24,495	9	33	46	9	0	99	24,478	6	46	42	5	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within QUESTA INDEPENDENT SCHOOLS**

6th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	20	0	25	70	5	0	100	20	0	20	70	10	0	100	20	0	15	70	15	0
Male	100	24	0	17	75	8	0	100	24	4	8	79	8	0	100	24	0	12	83	4	0
Caucasian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	40	0	22	72	5	0	100	40	2	15	75	8	0	100	40	0	15	75	10	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	11	0	9	91	0	0	100	11	0	9	82	9	0	100	11	0	18	73	9	0
ED	100	44	0	20	73	7	0	100	44	2	14	75	9	0	100	44	0	14	77	9	0
SWD	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	44	0	20	73	7	0	100	44	2	14	75	9	0	100	44	0	14	77	9	0
ALL2008-09	100	22	4	50	45	0	0	100	22	9	45	45	0	0	100	22	4	31	59	4	0
NM2009-10	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
NM2008-09	99	24,097	5	38	44	10	0	99	24,101	6	26	54	10	0	99	24,092	2	31	53	11	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within QUESTA INDEPENDENT SCHOOLS**

7th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	14	7	64	21	7	0	100	14	14	29	36	21	0	93	14	7	43	36	7	7
Male	100	12	0	58	42	0	0	100	12	8	33	50	8	0	100	12	0	42	58	0	0
Caucasian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	24	4	58	33	4	0	100	24	8	29	46	17	0	96	24	0	46	46	4	4
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
ED	100	26	4	62	31	4	0	100	26	12	31	42	15	0	96	26	4	42	46	4	4
SWD	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	26	4	62	31	4	0	100	26	12	31	42	15	0	96	26	4	42	46	4	4
ALL2008-09	100	24	0	41	41	16	0	100	24	0	20	58	20	0	100	24	0	16	66	16	0
NM2009-10	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
NM2008-09	99	23,696	9	43	37	8	0	99	23,697	8	23	52	15	0	99	23,687	2	33	50	12	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within QUESTA INDEPENDENT SCHOOLS**

8th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	15	0	60	40	0	0	100	15	0	13	80	7	0	100	15	0	0	80	20	0
Male	100	15	0	47	40	13	0	100	15	0	40	47	13	0	100	15	0	27	67	7	0
Caucasian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	29	0	55	38	7	0	100	29	0	28	62	10	0	100	29	0	14	72	14	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
ED	100	30	0	53	40	7	0	100	30	0	27	63	10	0	100	30	0	13	73	13	0
SWD	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	30	0	53	40	7	0	100	30	0	27	63	10	0	100	30	0	13	73	13	0
ALL2008-09	100	36	2	58	30	8	0	100	36	2	25	63	8	0	100	36	0	16	72	11	0
NM2009-10	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
NM2008-09	99	23,969	8	53	28	8	0	99	23,965	7	35	49	7	0	99	23,959	0	26	57	14	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within QUESTA INDEPENDENT SCHOOLS**

11th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	18	6	50	39	6	0	100	18	0	11	61	28	0	100	18	0	11	83	6	0
Male	93	14	0	14	57	21	7	93	14	0	14	21	57	7	93	14	0	7	71	14	7
Caucasian	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	96	26	4	31	50	12	4	96	26	0	12	42	42	4	96	26	0	8	81	8	4
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ED	97	32	3	34	47	12	3	97	32	0	12	44	41	3	97	32	0	9	78	9	3
SWD	***	8	***	***	***	***	***	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	97	32	3	34	47	12	3	97	32	0	12	44	41	3	97	32	0	9	78	9	3
ALL2008-09	100	20	5	40	40	15	0	100	20	15	10	25	50	0	100	20	0	20	80	0	0
NM2009-10	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
NM2008-09	98	20,191	5	45	36	10	1	98	20,181	8	25	37	26	1	97	20,178	1	31	56	7	2

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Graduation - High School 4-Year Cohort Graduation QUESTA INDEPENDENT SCHOOLS**

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549	63
Questa Independent Schools	44	88	23	97	21	79	***	***	***	***	43	88	1	***	***	***	44	88	14	84	41	88
Questa High	44	88	23	97	21	79	***	***	***	***	43	88	1	***	***	***	44	88	14	84	41	88

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.  
 \*\*\* Too few students to report

**Graduation - High School 5-Year Cohort Graduation QUESTA INDEPENDENT SCHOOLS**

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820	68
Questa Independent Schools	45	86	23	92	21	79	1	***	***	***	43	88	1	***	***	***	45	86	14	84	42	86
Questa High	45	86	23	92	21	79	1	***	***	***	43	88	1	***	***	***	45	86	14	84	42	86

Source: PED Assessment and Accountability. Class of 2008; all students ever enrolled including part time.  
 \*\*\* Too few students to report

**Graduation - High School Non-Graduates QUESTA INDEPENDENT SCHOOLS**

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Questa Independent Schools	0	0	0	0	0	0	0	0
Questa High	0	0	0	0	0	0	0	0

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.  
 Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year  
 \*\*\* Too few students to report

**Teacher Quality, Credentials**

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers
Statewide	0	0.5
Questa Independent Schools	6	3.2
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
Alta Vista Elementary	7	17.4
Alta Vista Intermediate	5	0.0
Questa High	6	0.0
Questa Junior High	10	0.0
Rio Costilla Elementary	0	0.0

Source: District's 120th day submission to PED  
 Blanks = No Data Available



### Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Statewide	22428	57	42
Questa Independent Schools	36	61	39
Alta Vista Elementary	15	60	40
Alta Vista Intermediate	19	63	37
Questa High	16	56	44
Questa Junior High	10	50	50
Rio Costilla Elementary	5	80	20

Source: District's 120th day submission to PED  
 Teacher totals may differ because of district assignments

## Quality of Education Survey

### Questions:

- Q1. My child is safe at school.  
 Q2. My child's school building is in good repair and has sufficient space to support quality education.  
 Q3. My child's school holds high expectations for academic achievement.  
 Q4. School personnel encourage me to participate in my child's education.  
 Q5. The school offers adequate access to up-to-date computers and technologies.  
 Q6. School staff maintains consistent discipline, which is conducive to learning.  
 Q7. My child has an adequate choice of school-sponsored extracurricular activities.  
 Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.  
 Q9. The school staff employs various instructional methods and strategies to meet my child's needs.  
 Q10. My child takes responsibility for his or her learning.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1	Statewide	40167	34.9	52.0	4.8	1.8	3.6	2.9
2	Statewide	40192	32.7	50.3	8.3	3.2	3.8	1.8
3	Statewide	40172	35.7	50.6	5.6	2.0	3.8	2.3
4	Statewide	40145	36.0	48.7	7.3	2.6	2.2	3.2
5	Statewide	40169	30.5	48.8	6.3	2.6	9.4	2.4
6	Statewide	40215	31.6	50.3	7.3	3.3	5.0	2.6
7	Statewide	40135	26.2	47.7	11.8	3.4	7.2	3.8
8	Statewide	40160	43.1	45.9	5.3	2.0	1.9	1.8
9	Statewide	40079	33.2	50.1	6.4	2.3	5.6	2.5
10	Statewide	40162	37.5	50.6	6.0	1.8	1.6	2.6
1	Questa Independent Schools	295	22.4	65.8	6.4	1.7	0.7	3.1
2	Questa Independent Schools	295	16.6	66.1	12.2	0.3	2.7	2.0
3	Questa Independent Schools	295	26.1	55.3	14.2	0.0	1.7	2.7
4	Questa Independent Schools	295	21.0	58.0	11.2	2.7	3.7	3.4
5	Questa Independent Schools	295	21.0	61.0	7.1	4.4	5.4	1.0
6	Questa Independent Schools	295	17.3	55.6	15.6	4.4	3.4	3.7
7	Questa Independent Schools	295	14.9	54.6	21.0	4.7	4.4	0.3
8	Questa Independent Schools	295	28.1	59.3	8.8	0.7	1.4	1.7
9	Questa Independent Schools	295	17.3	60.0	15.9	1.0	3.4	2.4
10	Questa Independent Schools	295	35.6	56.9	3.7	0.3	0.3	3.1
1	Alta Vista Elementary	70	20.0	64.3	5.7	4.3	1.4	4.3
2	Alta Vista Elementary	70	14.3	62.9	15.7	0.0	5.7	1.4
3	Alta Vista Elementary	70	22.9	60.0	8.6	0.0	4.3	4.3
4	Alta Vista Elementary	70	27.1	62.9	4.3	1.4	1.4	2.9
5	Alta Vista Elementary	70	20.0	65.7	5.7	2.9	5.7	0.0
6	Alta Vista Elementary	70	15.7	60.0	11.4	1.4	7.1	4.3
7	Alta Vista Elementary	70	17.1	47.1	20.0	5.7	8.6	1.4
8	Alta Vista Elementary	70	44.3	48.6	2.9	1.4	0.0	2.9
9	Alta Vista Elementary	70	18.6	64.3	7.1	0.0	4.3	5.7
10	Alta Vista Elementary	70	34.3	52.9	5.7	0.0	1.4	5.7
1	Alta Vista Intermediate	14	28.6	71.4	0.0	0.0	0.0	0.0
2	Alta Vista Intermediate	14	21.4	71.4	7.1	0.0	0.0	0.0
3	Alta Vista Intermediate	14	35.7	57.1	7.1	0.0	0.0	0.0
4	Alta Vista Intermediate	14	28.6	71.4	0.0	0.0	0.0	0.0
5	Alta Vista Intermediate	14	28.6	57.1	0.0	14.3	0.0	0.0

Questions:

- Q1. My child is safe at school.
- Q2. My child's school building is in good repair and has sufficient space to support quality education.
- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
6	Alta Vista Intermediate	14	28.6	64.3	7.1	0.0	0.0	0.0
7	Alta Vista Intermediate	14	28.6	57.1	14.3	0.0	0.0	0.0
8	Alta Vista Intermediate	14	42.9	57.1	0.0	0.0	0.0	0.0
9	Alta Vista Intermediate	14	21.4	71.4	0.0	0.0	0.0	7.1
10	Alta Vista Intermediate	14	42.9	57.1	0.0	0.0	0.0	0.0
1	Questa High	116	19.0	69.8	8.6	0.9	0.0	1.7
2	Questa High	116	14.7	68.1	12.1	0.0	2.6	2.6
3	Questa High	116	24.1	52.6	19.0	0.0	0.9	3.4
4	Questa High	116	13.8	56.9	16.4	4.3	4.3	4.3
5	Questa High	116	21.6	56.9	7.8	6.0	7.8	0.0
6	Questa High	116	15.5	55.2	18.1	5.2	2.6	3.4
7	Questa High	116	14.7	59.5	21.6	2.6	1.7	0.0
8	Questa High	116	16.4	70.7	9.5	0.9	1.7	0.9
9	Questa High	116	13.8	63.8	19.8	0.9	1.7	0.0
10	Questa High	116	35.3	61.2	2.6	0.9	0.0	0.0
1	Questa Junior High	51	19.6	64.7	7.8	2.0	0.0	5.9
2	Questa Junior High	51	9.8	70.6	13.7	0.0	2.0	3.9
3	Questa Junior High	51	21.6	52.9	21.6	0.0	2.0	2.0
4	Questa Junior High	51	5.9	56.9	19.6	3.9	7.8	5.9
5	Questa Junior High	51	15.7	60.8	11.8	3.9	5.9	2.0
6	Questa Junior High	51	9.8	43.1	23.5	11.8	3.9	7.8
7	Questa Junior High	51	9.8	51.0	27.5	3.9	7.8	0.0
8	Questa Junior High	51	9.8	60.8	21.6	0.0	3.9	3.9
9	Questa Junior High	51	5.9	47.1	35.3	3.9	5.9	2.0
10	Questa Junior High	51	31.4	60.8	5.9	0.0	0.0	2.0
1	Rio Costilla Elementary	37	32.4	59.5	2.7	0.0	2.7	2.7
2	Rio Costilla Elementary	37	37.8	56.8	5.4	0.0	0.0	0.0
3	Rio Costilla Elementary	37	29.7	64.9	5.4	0.0	0.0	0.0
4	Rio Costilla Elementary	37	35.1	59.5	2.7	0.0	2.7	0.0
5	Rio Costilla Elementary	37	27.0	73.0	0.0	0.0	0.0	0.0
6	Rio Costilla Elementary	37	24.3	64.9	10.8	0.0	0.0	0.0
7	Rio Costilla Elementary	37	13.5	59.5	10.8	13.5	2.7	0.0
8	Rio Costilla Elementary	37	43.2	51.4	5.4	0.0	0.0	0.0
9	Rio Costilla Elementary	37	27.0	62.2	2.7	0.0	5.4	2.7
10	Rio Costilla Elementary	37	35.1	51.4	2.7	0.0	0.0	10.8

Source: NMPED online anonymous parent survey  
Blanks = No Data Available

### Statewide Results for the 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 2009 reading, mathematics and science.

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Asian	12	27	32	29	***	***	***	***	***	***	***	***
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
SWD	1	4	12	83	#	9	41	50	#	13	43	57
ELL	#	3	13	84	#	5	36	60	#	2	22	78
ED	1	11	31	57	1	16	46	36	0	15	55	45
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
Nation	7	24	34	34	6	33	43	19	1	32	71	29

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19
Af Amer	1	15	40	44	2	11	42	45	***	***	***	***
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
SWD	#	4	21	75	#	5	17	77	0	9	23	77
ELL	#	1	13	87	#	2	18	80	#	1	13	87
ED	1	14	43	43	1	10	38	50	0	13	43	57
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
Nation	2	28	43	26	7	25	39	29	1	29	62	38

Source: <http://nationsreportcard.gov/>

Basic<sup>2</sup> is most comparable to Proficient on New Mexico's Standards Based Assessment

\*\*\* Too few students to report # Rounds to zero

### Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

Source: <http://Nationsreportcard.gov/>

\*\* NAEP does not accommodate students with severe disabilities; participation is not mandatory