



Adequate Yearly Progress (AYP) Summary

Ruidoso Municipal Schools	
AYP Rating	Not Met
Improvement Status	CA-2
Schools rated in the district	5
Schools in Improvement	1
Schools in Corrective Action	1
Schools in Restructuring	3

Source: NMPED 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 and 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 2011-2012, but that were derived from the achievement of students in the 2010-2011 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).

Definitions and Abbreviations

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Am: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years

- ED: Free or Reduced Lunch; 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%)
- LEA: Local Education Agency which refers to either a district or a charter school

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

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

Student Demographics

	LEA		State	
	N	%	N	%
All Students	2,159	100	334,700	100
Female	1,059	49	163,202	49
Male	1,100	51	171,498	51
Caucasian	744	34	88,508	26
Afr Am	20	< 2	7,765	2
Hispanic	975	45	198,850	59
Asian	11	< 2	4,463	< 2
Am Indian	407	19	34,861	10
Native Hawaiian or Other Pacific Islander	2	< 2	253	< 2
SWD	248	11	47,480	14
ELL	232	11	53,815	16
Recently Arrived *	0	0	40	< 2
ED	1,455	67	228,186	68
Migrant	0	0	452	< 2

Source: LEA's 120th day submission to the NMPED STARS. * ELL Students new to the U.S. who qualified for exemption from reading assessment.

Adequate Yearly Progress (AYP) for Schools within LEA

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Nob Hill Elementary	Not Met	SI-1	Ruidoso High	Not Met	R-1
Ruidoso Middle	Not Met	R-2	Sierra Vista Primary	Not Met	CA
White Mountain Elementary	Not Met	R-2			

Source: NMPED 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 a blank).

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator	Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
LEA	75	49	64	58	48		28	41	36	8
Nob Hill Elementary	77	55	71		51		33	47	33	7
Ruidoso High	75	45	61		38		25	39		
Ruidoso Middle	72	51	66		49		34	41	36	5
Sierra Vista Primary	77	54	72		52		32	48	35	16
White Mountain Elementary	77	49	65		49		22	42	37	12
LEA	95	99	99		100		99	99	100	98
Nob Hill Elementary	95									
Ruidoso High	95	99	98		100			100		
Ruidoso Middle	95	100	100		100		100	100	100	100
Sierra Vista Primary	95									
White Mountain Elementary	95	99	99		100		99	99	100	98
LEA	66	38	54	42	34		20	29	30	5
Nob Hill Elementary	68	43	63		33		25	37	20	<2
Ruidoso High	66	32	48		21		21	17		
Ruidoso Middle	63	40	56		39		18	30	30	6
Sierra Vista Primary	68	42	64		33		26	38	30	<2
White Mountain Elementary	68	38	55		33		21	30	31	4
LEA	95	99	99		99		99	99	100	99
Nob Hill Elementary	95									
Ruidoso High	95	99	100		100			98		
Ruidoso Middle	95	99	100		99		100	100	100	100
Sierra Vista Primary	95									
White Mountain Elementary	95	99	100		100		99	99	100	100
Nob Hill Elementary	92	94	94		94		92	94	94	92
Ruidoso Middle	92	94	94		94		93	93	95	92
Sierra Vista Primary	92	94	95		94		93	94	95	93

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
White Mountain Elementary	Attendance Rate	92	95	95		95		93	94	96	92
All Students in Grade 12	Graduation Rate	65	75	81		68		75	70	84	66
Ruidoso High	Graduation Rate	65	81	83		73		90	78	88	75

Source: NMPED Assessment and Accountability; Full Academic Year only;

* % of students scoring Proficient or Above;

Blank = Too few or no students to report

Proficiencies by Grade Span for Subgroups - All¹ - within LEA

Academic Indicator		Goal	All	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
		%	%	%	%	%	%	%	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	50	65		50		24	44	40	11	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	51	63		49		33	41	37	4	
District Wide-Grades 11	Reading Proficiency*	75	41	55		35		26	35			
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	38	54		33		21	31	32	3	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	39	53		38		17	29	30	6	
District Wide-Grades 11	Math Proficiency*	66	29	43		20		19	15			

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;

* % of students scoring Proficient or Above; Blank = Too few or no students to report

Expenditures

Expenditure (\$)		%
Direct Instruction	10,801,740	60
Instructional Support	7,128,186	40
Students	1,878,001	10
Instruction	458,168	3
General Administration	489,126	3
School Administration	1,231,757	7
Central Services	631,177	4
Operations Maintenance	2,341,181	13
Student Transportation	51,440	<1
Other	47,336	<1
Non-Instructional Support	51,385	<1
Food Services	0	<1
Community Services	51,385	<1
Capital Outlay	0	<1
Total	17,981,311	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training

Board Member	Number of Points*
Cecil Davis	12
Curt Temple	8
Devin Marshall	24
Kerry Gladden Eastep	14
Rhonda Vincent	21

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 Alternative 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 2011. 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 - All¹ - within LEA

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
State Current	100	25,771	6	47	25	22	0	100	25,768	4	48	35	13	0							
State Prior	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
LEA Current	99	171	6	49	22	23	1	100	171	1	41	43	15	0							
LEA Prior	100	183	5	49	31	14	0	100	183	8	49	40	3	0	100	183	5	70	22	2	0
Female	99	92	9	55	23	12	1	100	92	1	41	48	10	0							
Male	100	79	4	41	20	35	0	100	79	1	41	38	20	0							
Caucasian	98	55	11	60	16	11	2	100	55	4	58	22	16	0							
Afr Am		0							0							0					
Hispanic	100	79	6	48	22	24	0	100	79	0	35	54	10	0							
Asian		0							0							0					
Am Indian	100	37	0	32	30	38	0	100	37	0	27	51	22	0							
ELL	100	27	4	33	30	33	0	100	27	0	30	70	0	0							
ED	99	130	5	46	22	25	1	100	130	1	38	47	15	0							
SWD	95	21	10	5	10	71	5	100	21	0	0	43	57	0							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	25,808	7	40	40	14	0	100	25,817	9	36	37	19	0	100	25,800	5	42	33	20	0
State Prior	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
LEA Current	100	182	6	43	41	10	0	100	182	7	31	47	15	0	100	182	3	33	37	27	0
LEA Prior	100	170	9	45	32	14	0	100	170	9	36	48	7	0	99	170	1	40	54	4	1
Female	100	93	9	53	32	6	0	100	93	8	32	45	15	0	100	93	2	37	34	27	0
Male	100	89	3	34	49	13	0	100	89	7	30	48	15	0	100	89	3	29	39	28	0
Caucasian	100	54	11	54	31	4	0	100	54	15	43	30	13	0	100	54	4	50	33	13	0
Afr Am		2							2							2					
Hispanic	100	91	4	43	44	9	0	100	91	4	27	55	13	0	100	91	1	27	41	31	0
Asian		1							1							1					
Am Indian	100	34	3	24	50	24	0	100	34	0	24	53	24	0	100	34	0	24	32	44	0
ELL	100	30	0	40	50	10	0	100	30	0	30	57	13	0	100	30	0	23	37	40	0
ED	100	136	4	38	46	11	0	100	136	3	27	53	17	0	100	136	0	29	40	32	0
SWD	100	19	0	11	58	32	0	100	19	0	11	63	26	0	100	19	0	5	58	37	0

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	25,481	9	43	36	12	0	100	25,481	9	33	39	19	0							
State Prior	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
LEA Current	99	169	6	38	42	13	1	99	169	7	25	43	25	1							
LEA Prior	100	169	13	42	35	10	0	100	169	9	30	48	13	0	100	168	1	43	51	5	0
Female	99	85	8	39	44	8	1	99	85	7	29	42	20	1							
Male	100	84	4	38	40	18	0	100	84	7	20	43	30	0							
Caucasian	100	53	11	47	30	11	0	100	53	15	26	43	15	0							
Afr Am		1							1												
Hispanic	100	77	4	44	44	8	0	100	77	5	27	44	23	0							
Asian		2							2												
Am Indian	97	36	3	11	56	28	3	97	36	0	11	42	44	3							
ELL	100	24	4	38	42	17	0	100	24	4	33	33	29	0							
ED	99	117	3	35	44	17	1	99	117	4	21	43	32	1							
SWD	100	22	0	9	45	45	0	100	22	0	0	32	68	0							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	25,026	9	39	36	16	0	100	25,019	5	32	41	22	0							
State Prior	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
LEA Current	100	177	4	37	38	21	0	100	177	2	31	37	30	0							
LEA Prior	100	156	3	39	49	9	0	100	156	7	33	50	10	0	99	156	2	28	59	10	1
Female	100	99	7	38	38	16	0	100	99	3	32	40	24	0							
Male	100	78	0	35	37	28	0	100	78	1	29	32	37	0							
Caucasian	100	59	8	51	32	8	0	100	59	7	44	31	19	0							
Afr Am		1							1												
Hispanic	100	77	3	39	38	21	0	100	77	0	30	42	29	0							
Asian		1							1												
Am Indian	100	39	0	10	46	44	0	100	39	0	10	38	51	0							
ELL	100	22	0	23	50	27	0	100	22	0	9	50	41	0							
ED	100	112	1	29	47	23	0	100	112	1	24	41	34	0							
SWD	100	35	0	3	34	63	0	100	35	0	3	29	69	0							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	24,366	6	42	36	16	0	100	24,375	5	33	38	24	0	99	24,362	9	31	35	25	1
State Prior	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
LEA Current	99	156	5	48	34	12	1	99	156	5	39	35	21	1	99	156	6	38	33	22	1
LEA Prior	100	187	8	40	46	6	0	100	187	10	26	50	13	0	99	187	2	34	55	10	1
Female	100	69	6	52	30	12	0	100	69	3	41	35	22	0	100	69	6	29	43	22	0
Male	99	87	5	45	37	13	1	99	87	7	38	34	20	1	99	87	7	45	25	22	1
Caucasian	98	61	7	52	26	13	2	98	61	8	44	25	21	2	98	61	10	46	26	16	2
Afr Am		0							0							0					
Hispanic	100	55	5	42	49	4	0	100	55	4	49	29	18	0	100	55	5	40	36	18	0
Asian		3							3							3					
Am Indian	100	37	3	49	24	24	0	100	37	3	16	59	22	0	100	37	3	19	43	35	0
ELL	100	20	15	25	60	0	0	100	20	5	50	25	20	0	100	20	0	40	45	15	0
ED	99	98	4	39	42	14	1	99	98	3	34	38	24	1	99	98	3	32	36	29	1
SWD	93	15	0	0	13	80	7	93	15	0	0	7	87	7	93	15	0	0	13	80	7

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	24,055	7	47	29	17	0	100	24,058	4	36	43	16	0		1					
State Prior	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
LEA Current	100	155	8	52	31	10	0	99	155	3	37	42	18	1							
LEA Prior	100	145	6	59	31	4	0	100	145	6	32	57	6	0	99	145	1	30	62	6	1
Female	100	73	11	48	32	10	0	100	73	3	32	42	23	0							
Male	100	82	5	55	30	10	0	99	82	2	41	41	13	1							
Caucasian	100	52	17	56	23	4	0	100	52	6	52	29	13	0							
Afr Am		7							7												
Hispanic	100	65	5	54	32	9	0	98	65	2	34	48	15	2							
Asian		2							2												
Am Indian	100	29	0	41	38	21	0	100	29	0	24	48	28	0							
ELL	100	21	14	33	38	14	0	100	21	0	29	62	10	0							
ED	100	100	4	47	37	12	0	100	100	1	26	51	22	0							
SWD	100	19	0	11	58	32	0	100	19	0	16	37	47	0							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups within LEA

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
State Current	99	20,737	10	38	38	14	1	99	20,733	6	32	49	12	1	98	20,726	4	35	42	17	2
State Prior	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
LEA Current	99	145	7	34	43	15	1	99	145	3	26	55	15	1	99	145	1	24	40	33	1
LEA Prior	100	152	11	43	37	9	0	100	152	9	24	38	30	0	97	151	1	26	58	12	3
Female	100	69	10	32	46	12	0	100	69	4	30	51	14	0	98	69	1	26	36	35	1
Male	99	76	4	37	39	18	1	99	76	1	22	59	16	1	99	76	1	22	43	32	1
Caucasian	98	56	14	41	34	9	2	100	56	4	39	46	11	0	98	56	4	34	43	18	2
Afr Am		2							2							2					
Hispanic	100	60	3	32	48	17	0	100	60	3	17	60	20	0	98	60	0	17	40	42	2
Asian		0							0							0					
Am Indian	100	27	0	26	52	22	0	96	27	0	19	63	15	4	100	27	0	19	37	44	0
ELL		9							9							9					
ED	100	78	1	33	45	21	0	99	78	0	15	64	19	1	97	78	1	15	36	45	3
SWD		8							8							8					

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year

Blanks = Too few students to report

Graduation - High School 4-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	26,490	67	12,895	72	13,595	63	7,863	76	616	62	14,394	64	351	84	3,266	60	9,271	61	5,209	66	14,089	61
LEA	195	75	92	78	103	73	88	81	3		66	68	4		34	75	32	84	27	66	100	70
Ruidoso High	184	81	88	83	96	78	85	83	3		64	73	3		29	90	31	88	24	75	92	78

Source: PED Assessment and Accountability. Class of 2010; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School 5-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	27,290	70	13,270	74	14,020	68	8,440	78	744	68	14,137	67	340	85	3,629	64	9,820	68	5,530	68	13,486	65
LEA	203	83	105	88	98	77	87	83	1		80	86	1		34	78	28	89	39	73	105	78
Ruidoso High	196	85	103	89	93	80	86	84	1		77	87			32	82	28	89	35	81	100	81

Source: PED Assessment and Accountability. Class of 2009; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School Non-Graduates within LEA

Group	Certificate		Status Unknown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATE	310	<2	5,489	21	1,734	6	1,334	5
LEA			34	17				
Ruidoso High			24	13				

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; 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

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	1	0.0
High Poverty Schools	N/A	N/A
Low Poverty Schools	N/A	N/A
Nob Hill Elementary	7	0.0
Ruidoso High	0	0.0
Ruidoso Middle	0	0.0
Sierra Vista Primary	0	0.0
White Mountain Elementary	0	0.0

Source: LEA's 120th day submission to NMPED;
Blank = No data available

Teacher Quality, Level of Education

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
STATE	22,031	56	42
LEA	134	52	48
Nob Hill Elementary	14	64	36
Ruidoso High	38	53	47
Ruidoso Middle	34	50	50
Sierra Vista Primary	22	36	64
White Mountain Elementary	29	62	38

Source: LEA's 120th day submission to NMPED
 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 STATE	90,980	36.5	54.3	3.7	1.3	3.2	1.1
2 STATE	91,126	33.0	52.8	7.6	2.6	3.1	0.9
3 STATE	91,050	36.9	52.2	5.5	1.4	3.1	0.9
4 STATE	91,192	35.9	50.8	7.7	2.0	2.1	1.5
5 STATE	91,185	31.0	50.9	6.0	1.9	9.2	1.1
6 STATE	91,109	31.7	53.0	6.8	2.5	4.7	1.2
7 STATE	91,168	25.3	48.5	12.8	3.7	7.7	2.0
8 STATE	91,172	44.5	46.6	5.2	1.7	1.2	0.9
9 STATE	91,082	32.3	53.3	5.9	1.8	5.4	1.3
10 STATE	91,006	38.5	51.3	6.2	1.4	1.4	1.2
1 LEA	255	35.3	52.9	6.3	2.0	3.5	0.0
2 LEA	255	32.2	53.7	7.5	2.4	4.3	0.0
3 LEA	255	33.3	45.9	12.5	5.1	3.1	0.0
4 LEA	255	32.9	47.1	11.4	5.1	3.5	0.0
5 LEA	255	23.9	54.1	8.2	2.4	11.4	0.0
6 LEA	255	23.9	54.1	11.0	5.1	5.5	0.4
7 LEA	255	24.7	54.5	9.8	3.9	5.5	1.6
8 LEA	255	41.2	43.9	9.4	3.5	1.2	0.8
9 LEA	255	30.6	51.0	8.6	3.9	5.9	0.0
10 LEA	255	40.4	46.7	5.5	3.9	2.7	0.8
1 Nob Hill Elementary	96	53.1	42.7	1.0	0.0	3.1	0.0

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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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
2	Nob Hill Elementary	96	31.3	58.3	6.3	1.0	3.1	0.0
3	Nob Hill Elementary	96	51.0	42.7	1.0	0.0	5.2	0.0
4	Nob Hill Elementary	96	49.0	44.8	4.2	1.0	1.0	0.0
5	Nob Hill Elementary	96	31.3	44.8	1.0	1.0	21.9	0.0
6	Nob Hill Elementary	96	39.6	56.3	1.0	0.0	3.1	0.0
7	Nob Hill Elementary	96	25.0	53.1	10.4	1.0	7.3	3.1
8	Nob Hill Elementary	96	65.6	31.3	1.0	1.0	1.0	0.0
9	Nob Hill Elementary	96	50.0	44.8	1.0	0.0	4.2	0.0
10	Nob Hill Elementary	96	42.7	44.8	6.3	2.1	4.2	0.0
1	Ruidoso High	90	23.3	58.9	12.2	2.2	3.3	0.0
2	Ruidoso High	90	14.4	65.6	11.1	2.2	6.7	0.0
3	Ruidoso High	90	20.0	51.1	17.8	11.1	0.0	0.0
4	Ruidoso High	90	17.8	50.0	18.9	8.9	4.4	0.0
5	Ruidoso High	90	15.6	57.8	18.9	4.4	3.3	0.0
6	Ruidoso High	90	11.1	55.6	18.9	10.0	4.4	0.0
7	Ruidoso High	90	23.3	57.8	10.0	4.4	4.4	0.0
8	Ruidoso High	90	21.1	60.0	12.2	4.4	2.2	0.0
9	Ruidoso High	90	14.4	56.7	14.4	6.7	7.8	0.0
10	Ruidoso High	90	40.0	52.2	2.2	3.3	2.2	0.0
1	Ruidoso Middle	55	25.5	67.3	3.6	1.8	1.8	0.0
2	Ruidoso Middle	55	65.5	30.9	1.8	1.8	0.0	0.0
3	Ruidoso Middle	55	27.3	45.5	20.0	3.6	3.6	0.0
4	Ruidoso Middle	55	27.3	52.7	9.1	5.5	5.5	0.0
5	Ruidoso Middle	55	25.5	60.0	5.5	0.0	9.1	0.0
6	Ruidoso Middle	55	21.8	52.7	16.4	3.6	3.6	1.8
7	Ruidoso Middle	55	30.9	56.4	7.3	3.6	1.8	0.0
8	Ruidoso Middle	55	29.1	43.6	18.2	5.5	0.0	3.6
9	Ruidoso Middle	55	21.8	58.2	9.1	5.5	5.5	0.0
10	Ruidoso Middle	55	38.2	45.5	9.1	5.5	0.0	1.8
1	Sierra Vista Primary	10	30.0	30.0	10.0	10.0	20.0	0.0
2	Sierra Vista Primary	10	30.0	40.0	0.0	10.0	20.0	0.0
3	Sierra Vista Primary	10	10.0	50.0	20.0	10.0	10.0	0.0
4	Sierra Vista Primary	10	40.0	20.0	20.0	10.0	10.0	0.0
5	Sierra Vista Primary	10	30.0	60.0	0.0	10.0	0.0	0.0
6	Sierra Vista Primary	10	10.0	30.0	10.0	0.0	50.0	0.0
7	Sierra Vista Primary	10	10.0	30.0	20.0	20.0	10.0	10.0

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

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
8	Sierra Vista Primary	10	40.0	30.0	20.0	10.0	0.0	0.0
9	Sierra Vista Primary	10	30.0	20.0	30.0	10.0	10.0	0.0
10	Sierra Vista Primary	10	30.0	20.0	10.0	20.0	10.0	10.0
1	White Mountain Elementary	3	33.3	33.3	0.0	33.3	0.0	0.0
2	White Mountain Elementary	3	0.0	33.3	33.3	33.3	0.0	0.0
3	White Mountain Elementary	3	66.7	0.0	33.3	0.0	0.0	0.0
4	White Mountain Elementary	3	66.7	33.3	0.0	0.0	0.0	0.0
5	White Mountain Elementary	3	0.0	100	0.0	0.0	0.0	0.0
6	White Mountain Elementary	3	0.0	66.7	0.0	33.3	0.0	0.0
7	White Mountain Elementary	3	0.0	33.3	0.0	33.3	33.3	0.0
8	White Mountain Elementary	3	100	0.0	0.0	0.0	0.0	0.0
9	White Mountain Elementary	3	66.7	33.3	0.0	0.0	0.0	0.0
10	White Mountain Elementary	3	66.7	33.3	0.0	0.0	0.0	0.0

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. Assessment year is the most recent available at the time of this report

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

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

* Information at <http://nationsreportcard.gov/>

Basic¹ is most comparable to Proficient on New Mexico's Standards Based Assessment

Blank = Too few or no 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

* Information at <http://nationsreportcard.gov/>

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