



Ruidos Municipal Schools Tribal Education Status Report

For School Year 2024-2025

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INTRODUCTION

The Tribal Education Status Report (TESR) is required under NMSA 1978, § 22-23A-7 and 6.35.2 NMAC. Its purpose is to provide a clear and transparent account of how Ruidoso Municipal Schools serve Native American students and to ensure accountability to tribal partners through shared information, consultation, and collaboration. This report reflects the district's commitment to equity, student achievement, and continuous improvement.

Ruidoso Municipal Schools enrolls a total of 1,727 students in grades 3-Year-Old PreK through 12th grade. Of this total, 295 students are Native American, representing approximately 17 percent of the district's enrollment. The district is located within the homelands of the Mescalero Apache Tribe and is honored to serve Native American students and families from this community. This includes students from the Mescalero Apache Tribe, Navajo Tribe, Kewa Tribe (formerly Santo Domingo), and Jemez Tribe.

The district maintains an ongoing partnership with the Mescalero Apache Tribal Council, recognizing the importance of tribal input in decision-making for the education of Native American students. Each year, Ruidoso Schools participates in a scheduled consultation at a Tribal Council meeting to share updates on student achievement, review current programs and activities, and discuss priorities for the future. These consultations also include review of upcoming grant opportunities, alignment of funding allocations, and identification of student needs based on tribal guidance.

Through this process, Ruidoso Schools works to ensure that tribal perspectives shape district planning, resource distribution, and educational goals. The TERS provides one of the key mechanisms for that collaboration—offering transparency about outcomes, challenges, and next steps while continuing to build trust and accountability between the school district and the Mescalero Apache community.

STUDENT ACHIEVEMENT

OBJECTIVE

This section presents reading, math, science, DLM, and SAT data for All Students compared with Native American students. The purpose is to report academic performance of Native American students to identify and address achievement gaps. The goal is to support equitable opportunities for all students.

*** The student proficiency data presented in this report has not been validated by the New Mexico Public Education Department and is subject to change.*

READING RESULTS

RMSD Kindergarten-2nd Grade Reading (as determined by Istation assessment):

End of Year Reading Achievement Data:

Istation Kindergarten-2nd Grade

	21-22	22-23	23-24	24-25
Group	Reading	Reading	Reading	Reading
All RMSD Students K-2 Overall	356 Students 21% Proficient	338 Students 28% Proficient	305 Students 29% Proficient	298 Students 35% Proficient
Native American Students RMSD K-2 Overall	57 Students 10% Proficient	75 Students 22% Proficient	73 Students 19% Proficient	71 Students 23% Proficient
Statewide Proficiency K-2 All Students	30% Proficient	28% Proficient	31% Proficient	36% Proficient
Kindergarten All RMSD Students	Out of 99 students- 31% Proficient (31 Students)	Out of 111 students- 26% Proficient (29 Students)	Out of 94 students- 45% Proficient (42 Students)	Out of 91 students- 55% Proficient (50 students)
Kindergarten Native American Students	Out of 18 students- 34% Proficient (6 Students)	Out of 31 students- 6% Proficient (2 Students)	Out of 16 students- 31% Proficient (5 Students)	Out of 26 students- 35% Proficient (9 Students)
Kindergarten Caucasian Students	Out of 62 students- 30% Proficient (19 students)	Out of 40 students- 30% Proficient (12 students)	Out of 34 students- 47% Proficient (16 students)	Out of 30 students- 53% Proficient (16 students)
Kindergarten Hispanic Students	Out of 40 students- 24% Proficient (10 students)	Out of 47 students- 23% Proficient (13 students)	Out of 41 students- 41% Proficient (17 students)	Out of 35 students- 54% Proficient (19 students)
1st Grade All RMSD Students	Out of 102 students- 20% Proficient (20 Students)	Out of 95 students- 21% Proficient (20 Students)	Out of 108 students- 18% Proficient (19 Students)	Out of 98 students- 23% Proficient (23 Students)
1st Grade Native American Students	Out of 20 students- 5% Proficient (1 Student)	Out of 25 students- 20% Proficient (5 Students)	Out of 30 students- 3% Proficient (1 Student)	Out of 17 students- 12% Proficient (2 Students)
1st Grade Caucasian Students	Out of 70 students- 26% Proficient (18 students)	Out of 38 students- 13% Proficient (5 students)	Out of 43 students- 14% Proficient (6 students)	Out of 36 students- 22% Proficient (8 students)
1st Grade Hispanic Students	Out of 39 students- 21% Proficient (8 students)	Out of 43 students- 16% Proficient (7 students)	Out of 50 students- 12% Proficient (6 students)	Out of 42 students- 19% Proficient (8 students)
2nd Grade All RMSD Students	Out of 99 Students- 28% Proficient (28 Students)	Out of 132 students- 23% Proficient (31 Students)	Out of 102 students- 26% Proficient (26 Students)	Out of 109 students- 28% Proficient (30 Students)
2nd Grade Native American Students	Out of 18 Students- 17% Proficient (3 Students)	Out of 19 Students- 10% Proficient (2 Students)	Out of 27 Students- 30% Proficient (8 Students)	Out of 28 Students- 18% Proficient (5 Students)
2nd Grade Caucasian Students	Out of 73 students- 30% Proficient (22 students)	Out of 67 students- 23% Proficient (16 students)	Out of 41 students- 15% Proficient (6 students)	Out of 47 students- 32% Proficient (15 students)
2nd Grade Hispanic Students	Out of 35 students- 31% Proficient (11 students)	Out of 73 students- 22% Proficient (16 students)	Out of 47 students- 21% Proficient (10 students)	Out of 53 students- 30% Proficient (16 students)

Over the past four years, overall K–2 reading proficiency improved steadily from 21% in 2021–22 to 35% in 2024–25. Native American students also demonstrated growth, increasing from 10% proficiency in 2021–22 to 23% in 2024–25. This reflects the impact of early literacy supports and intervention programs implemented across primary grades.

At the grade level, Kindergarten showed the strongest growth, with Native American proficiency rising from just 6% in 2022–23 to 35% in 2024–25, closely aligning with overall district averages. This suggests

that early interventions are having a positive effect at the entry level.

However, persistent gaps remain in 1st and 2nd grade. In 2024–25, only 12% of Native American 1st graders and 18% of Native American 2nd graders were proficient, compared to 23% and 28% of all students in those grades. These gaps highlight the need for targeted literacy supports in 1st and 2nd grade, especially in phonics and comprehension, to sustain the early gains seen in Kindergarten.

In 2024–25, RMSD’s overall K–2 reading proficiency rate of 35% is comparable to the statewide average of 36%, demonstrating steady progress in early literacy. However, Native American student proficiency at 23% remains below both district and state levels. RMSD will continue to strengthen early literacy supports through targeted small-group instruction, culturally relevant reading materials, and collaboration with the Mescalero Apache Tribe to improve reading outcomes for Native American students.

In summary, RMSD is seeing positive upward trends in early literacy, especially at the Kindergarten level, but achievement gaps persist in later primary grades, requiring continued focus on culturally responsive, high-dosage reading interventions.

RMSD 3rd-8th Grade Reading (as determined by the New Mexico Measure of Student Success and Achievement):

**New Mexico Measure of Student Success and Achievement
3rd-8th Grade**

READING	2021-2022	2022-2023	2023-2024	2024-2025
Group	Reading	Reading	Reading	Reading
3rd Grade All RMSD Students	91 Students 25% Proficient	122 Students 27% Proficient	119 Students 27% Proficient	117 Students 32% Proficient
3rd Grade Statewide Proficiency	32% Proficient	36% Proficient	33% Proficient	41% Proficient
3rd Grade Native American Students	21 Students 10% Proficient	21 Students 14% Proficient	17 Students 12% Proficient	28 Students 18% Proficient
3rd Grade Caucasian Students	67 Students 31% Proficient	98 Students 29% Proficient	97 Students 29% Proficient	84 Students 36% Proficient
3rd Grade Hispanic Students	45 Students 17% Proficient	68 Students 25% Proficient	63 Students 19% Proficient	52 Students 34% Proficient
4th Grade All RMSD Students	120 Students 34% Proficient	122 Students 42% Proficient	126 Students 35% Proficient	121 Students 45% Proficient
4th Grade Statewide Proficiency	36% Proficient	42% Proficient	43% Proficient	48% Proficient
4th Grade Native American Students	24 Students 16% Proficient	22 Students 27% Proficient	21 Students 33% Proficient	19 Students 16% Proficient
4th Grade Caucasian Students	91 Students 37% Proficient	97 Students 45% Proficient	102 Students 37% Proficient	99 Students 50% Proficient
4th Grade Hispanic Students	67 Students 30% Proficient	65 Students 31% Proficient	75 Students 32% Proficient	57 Students 40% Proficient
5th Grade All RMSD Students	116 Students 29% Proficient	122 Students 31% Proficient	122 Students 38% Proficient	121 Students 48% Proficient
5th Grade Statewide Proficiency	36% Proficient	38% Proficient	41% Proficient	42% Proficient
5th Grade Native American Students	23 Students 0% Proficient	21 Students 10% Proficient	26 Students 35% Proficient	22 Students 59% Proficient
5th Grade Caucasian Students	86 Students 38% Proficient	99 Students 35% Proficient	92 Students 39% Proficient	97 Students 46% Proficient
5th Grade Hispanic Students	59 Students 27% Proficient	65 Students 29% Proficient	69 Students 30% Proficient	65 Students 42% Proficient
6th Grade All RMSD Students	142 Students 38% Proficient	124 Students 47% Proficient	119 Students 41% Proficient	118 Students 53% Proficient
6th Grade Statewide Proficiency	33% Proficient	38% Proficient	40% Proficient	46% Proficient
6th Grade Native American Students	31 Students 19% Proficient	21 Students 24% Proficient	20 Students 20% Proficient	23 Students 30% Proficient

6th Grade Caucasian Students	105 Students 43% Proficient	96 Students 52% Proficient	97 Students 45% Proficient	93 Students 59% Proficient
6th Grade Hispanic Students	80 Students 35% Proficient	67 Students 46% Proficient	69 Students 40% Proficient	71 Students 52% Proficient
7th Grade All RMSD Students	135 Students 45% Proficient	128 Students 58% Proficient	122 Students 50% Proficient	122 Students 46% Proficient
7th Grade Statewide Proficiency	35% Proficient	40% Proficient	40% Proficient	44% Proficient
7th Grade Native American Students	17 Students 48% Proficient	27 Students 52% Proficient	18 Students 34% Proficient	21 Students 24% Proficient
7th Grade Caucasian Students	115 Students 43% Proficient	97 Students 59% Proficient	96 Students 54% Proficient	99 Students 49% Proficient
7th Grade Hispanic Students	84 Students 42% Proficient	71 Students 51% Proficient	72 Students 50% Proficient	73 Students 43% Proficient
8th Grade All RMSD Students	130 Students 37% Proficient	127 Students 37% Proficient	139 Students 49% Proficient	121 Students 52% Proficient
8th Grade Statewide Proficiency	33% Proficient	39% Proficient	41% Proficient	47% Proficient
8th Grade Native American Students	29 Students 13% Proficient	17 Students 36% Proficient	25 Students 44% Proficient	19 Students 27% Proficient
8th Grade Caucasian Students	96 Students 44% Proficient	108 Students 35% Proficient	106 Students 49% Proficient	97 Students 58% Proficient
8th Grade Hispanic Students	65 Students 30% Proficient	78 Students 33% Proficient	80 Students 51% Proficient	69 Students 58% Proficient

Overall reading proficiency for all 3rd-8th grade students showed steady improvement, rising from a range of 25% to 38% in 2021–22 to between 32% and 53% in 2024–25. This indicates that literacy initiatives across the district are having a positive effect on student outcomes.

For Native American students, the data reveal both encouraging growth and persistent challenges. Fifth grade demonstrated the most dramatic improvement, moving from 0% proficiency in 2021–22 to 59% in 2024–25, which outpaced district averages. Sixth grade students also improved over the four-year period, increasing from 19% to 30% proficiency.

At the same time, several grades continue to show concerning gaps. In third grade, Native American students remain well below their peers, with proficiency rising only modestly from 10% in 2021–22 to 18% in 2024–25, compared to 32% overall. Seventh grade proficiency declined sharply, falling from nearly half of Native students proficient in 2021–22 and 2022–23 to only 24% in 2024–25. Eighth grade students improved to 44% in 2023–24 but fell back to 27% in 2024–25, widening the gap with their peers who achieved 52% proficiency.

In 2024–25, RMSD’s overall 3rd–8th grade reading proficiency rate of 50% exceeded the statewide average of 43.5%, reflecting continued progress in literacy instruction and student support. However, Native American student proficiency at 36% remains below both district and state averages. RMSD will address this gap through targeted reading interventions, culturally relevant curriculum design, and sustained collaboration with the Mescalero Apache Tribe to strengthen reading fluency and comprehension for Native learners.

In summary, districtwide reading performance is trending upward, but Native American students continue to experience significant proficiency gaps in third, seventh, and eighth grades. These results point to the need for stronger, culturally responsive reading interventions in early literacy and sustained supports in middle school to prevent setbacks in later years.

MATH RESULTS

RMSD Kindergarten-2nd Grade Math (as determined by Istation assessment):

End of Year Math Achievement Data:

Istation Kindergarten-2nd Grade

	21-22	22-23	23-24	24-25
Group	Math	Math	Math	Math
All RMSD Students K-2 Overall	371 Students 33% Proficient	378 Students 39% Proficient	363 Students 46% Proficient	366 Students 50% Proficient
Native American Students RMSD K-2 Overall	59 Students 16% Proficient	74 Students 55% Proficient	73 Students 26% Proficient	70 Students 36% Proficient
Statewide Proficiency K-2 All Students	29% Proficient	33% Proficient	37% Proficient	40% Proficient
Kindergarten All RMSD Students	Out of 119 students- 41% Proficient (48 Students)	Out of 133 students- 39% Proficient (52 Students)	Out of 118 students- 63% Proficient (74 Students)	Out of 114 students- 64% Proficient (73 Students)
Kindergarten Native American Students	Out of 18 students- 39% Proficient (7 Students)	Out of 30 students- 13% Proficient (4 Students)	Out of 16 students- 44% Proficient (7 Students)	Out of 26 students- 38% Proficient (10 Students)
Kindergarten Caucasian Students	Out of 80 students- 39% Proficient (31 students)	Out of 60 students- 40% Proficient (24 students)	Out of 55 students- 69% Proficient (38 students)	Out of 53 students- 68% Proficient (36 students)
Kindergarten Hispanic Students	Out of 57 students- 30% Proficient (17 students)	Out of 67 students- 38% Proficient (26 students)	Out of 63 students- 65% Proficient (41 students)	Out of 58 students- 69% Proficient (40 students)
1st Grade All RMSD Students	Out of 122 students- 51% Proficient (63 Students)	Out of 113 students- 58% Proficient (66 Students)	Out of 127 students- 49% Proficient (62 Students)	Out of 121 students- 66% Proficient (80 Students)
1st Grade Native American Students	Out of 20 students- 30% Proficient (6 Students)	Out of 25 students- 56% Proficient (14 Students)	Out of 30 students- 24% Proficient (7 Students)	Out of 16 students- 82% Proficient (13 Students)
1st Grade Caucasian Students	Out of 89 students- 57% Proficient (51 students)	Out of 56 students- 53% Proficient (30 students)	Out of 61 students- 49% Proficient (30 students)	Out of 60 students- 54% Proficient (32 students)
1st Grade Hispanic Students	Out of 55 students- 47% Proficient (26 students)	Out of 61 students- 54% Proficient (37 students)	Out of 68 students- 47% Proficient (32 students)	Out of 65 students- 55% Proficient (36 students)
2nd Grade All RMSD Students	Out of 130 students- 10% Proficient (13 Students)	Out of 132 students- 22% Proficient (29 Students)	Out of 117 students- 26% Proficient (30 Students)	Out of 131 students- 24% Proficient (31 Students)
2nd Grade Native American Students	Out of 21 students- 0% Proficient (0 Students)	Out of 19 students- 16% Proficient (3 Students)	Out of 27 students- 18% Proficient (5 Students)	Out of 28 students- 7% Proficient (2 Students)
2nd Grade Caucasian Students	Out of 100 students- 12% Proficient (12 students)	Out of 67 students- 19% Proficient (13 students)	Out of 57 students- 23% Proficient (13 students)	Out of 68 students- 28% Proficient (19 students)
2nd Grade Hispanic Students	Out of 61 students- 6% Proficient (4 students)	Out of 73 students- 19% Proficient (14 students)	Out of 62 students- 26% Proficient (16 students)	Out of 74 students- 26% Proficient (19 students)

Math proficiency for all K–2 students has shown steady improvement over the past four years, increasing from 33% in 2021–22 to 50% in 2024–25. This upward trend suggests that early numeracy supports are positively impacting overall student achievement.

For Native American students, performance has been less consistent. In 2022–23, proficiency reached 55%, exceeding the district average, but it fell sharply to 26% in 2023–24 before rebounding to 36% in 2024–25. This fluctuation points to the need for more sustained, targeted support in early math.

At the grade level, Kindergarten and 1st grade results show encouraging growth. By 2024–25, 64% of Kindergarten students and 66% of 1st graders overall were proficient, with Native American students in 1st grade showing especially strong results at 82%. In contrast, 2nd grade outcomes remain an area of

concern. Only 24% of all students and just 7% of Native American students demonstrated proficiency in 2024–25, marking the lowest performance across grade levels.

In 2024–25, RMSD’s overall K–2 math proficiency rate of 50% exceeded the statewide average of 40%, reflecting continued growth in early numeracy and effective classroom instruction. However, Native American student proficiency at 36% remains below the district average and shows year-to-year variability. RMSD will enhance math outcomes for Native American students through targeted small-group interventions, culturally responsive math resources, and collaborative problem-solving strategies developed in partnership with the Mescalero Apache Tribe.

In summary, RMSD is experiencing positive gains in early math achievement overall, with clear evidence of progress in Kindergarten and 1st grade. However, significant gaps remain for Native American students, particularly in 2nd grade, where intensive and culturally responsive interventions are needed to close the achievement gap and sustain early momentum.

RMSD 3rd-8th Grade Math (as determined by the New Mexico Measure of Student Success and Achievement):

**New Mexico Measure of Student Success and Achievement
3rd-8th Grade**

MATH	2021-2022	2022-2023	2023-2024	2024-2025
Group	Math	Math	Math	Math
3rd Grade All Students	91 Students 17% Proficient	122 Students 14% Proficient	119 Students 26% Proficient	117 Students 25% Proficient
3rd Grade Statewide Proficiency	23% Proficient	22% Proficient	25% Proficient	25% Proficient
3rd Grade Native American Students	21 Students 5% Proficient	21 Students 5% Proficient	12 Students 0% Proficient	28 Students 25% Proficient
3rd Grade Caucasian Students	67 Students 20% Proficient	98 Students 15% Proficient	97 Students 31% Proficient	84 Students 23% Proficient
3rd Grade Hispanic Students	45 Students 13% Proficient	68 Students 13% Proficient	63 Students 25% Proficient	52 Students 23% Proficient
4th Grade All Students	121 Students 12% Proficient	122 Students 30% Proficient	126 Students 29% Proficient	121 Students 42% Proficient
4th Grade Statewide Proficiency	25% Proficient	24% Proficient	26% Proficient	28% Proficient
4th Grade Native American Students	21 Students 4% Proficient	22 Students 9% Proficient	21 Students 10% Proficient	19 Students 21% Proficient
4th Grade Caucasian Students	91 Students 14% Proficient	97 Students 34% Proficient	102 Students 32% Proficient	99 Students 46% Proficient
4th Grade Hispanic Students	67 Students 9% Proficient	65 Students 26% Proficient	75 Students 27% Proficient	67 Students 40% Proficient
5th Grade All Students	116 Students 32% Proficient	122 Students 41% Proficient	122 Students 40% Proficient	121 Students 43% Proficient
5th Grade Statewide Proficiency	31% Proficient	34% Proficient	31% Proficient	33% Proficient
5th Grade Native American Students	23 Students 13% Proficient	21 Students 19% Proficient	26 Students 31% Proficient	22 Students 27% Proficient
5th Grade Caucasian Students	86 Students 38% Proficient	99 Students 45% Proficient	92 Students 42% Proficient	97 Students 46% Proficient
5th Grade Hispanic Students	59 Students 34% Proficient	65 Students 46% Proficient	69 Students 39% Proficient	65 Students 46% Proficient
6th Grade All Students	141 Students 30% Proficient	124 Students 29% Proficient	119 Students 35% Proficient	118 Students 49% Proficient
6th Grade Statewide Proficiency	33% Proficient	31% Proficient	30% Proficient	33% Proficient
6th Grade Native American Students	31 Students 19% Proficient	21 Students 14% Proficient	20 Students 15% Proficient	23 Students 35% Proficient
6th Grade Caucasian Students	105 Students 34% Proficient	96 Students 31% Proficient	97 Students 38% Proficient	93 Students 53% Proficient

6th Grade Hispanic Students	80 Students 21% Proficient	67 Students 26% Proficient	69 Students 35% Proficient	71 Students 47% Proficient
7th Grade All Students	135 Students 23% Proficient	128 Students 30% Proficient	122 Students 22% Proficient	122 Students 23% Proficient
7th Grade Statewide Proficiency	25% Proficient	24% Proficient	20% Proficient	27% Proficient
7th Grade Native American Students	17 Students 35% Proficient	27 Students 15% Proficient	18 Students 11% Proficient	21 Students 5% Proficient
7th Grade Caucasian Students	115 Students 20% Proficient	97 Students 34% Proficient	96 Students 25% Proficient	99 Students 27% Proficient
7th Grade Hispanic Students	84 Students 12% Proficient	71 Students 22% Proficient	72 Students 18% Proficient	73 Students 22% Proficient
8th Grade All Students	130 Students 19% Proficient	127 Students 13% Proficient	139 Students 15% Proficient	121 Students 18% Proficient
8th Grade Statewide Proficiency	19% Proficient	18% Proficient	19% Proficient	17% Proficient
8th Grade Native American Students	29 Students 7% Proficient	17 Students 12% Proficient	25 Students 0% Proficient	19 Students 0% Proficient
8th Grade Caucasian Students	96 Students 23% Proficient	108 Students 12% Proficient	106 Students 17% Proficient	97 Students 21% Proficient
8th Grade Hispanic Students	65 Students 14% Proficient	78 Students 8% Proficient	80 Students 10% Proficient	69 Students 16% Proficient

Math proficiency across all students in grades 3–8 has shown gradual improvement in several grade levels over the past four years. For example, 4th grade proficiency increased from 12% in 2021–22 to 42% in 2024–25, and 5th grade proficiency rose from 32% to 43% in the same period. Sixth grade students also improved, climbing from 30% in 2021–22 to 49% in 2024–25, reflecting steady districtwide progress in upper-elementary and middle school math.

For Native American students, results are mixed, showing both progress and persistent gaps. Third grade proficiency improved from 5% in 2021–22 to 25% in 2024–25, narrowing the gap with peers. Fifth grade Native American students also made notable gains, from 13% proficiency in 2021–22 to 27% in 2024–25, and 6th grade students doubled proficiency from 19% to 35% over the same period.

At the same time, several areas remain concerning. Seventh grade Native American students dropped from 35% proficiency in 2021–22 to just 5% in 2024–25, indicating significant disengagement or instructional gaps in pre-algebra readiness. Eighth grade performance is also critically low, with Native American students remaining at 0% proficiency in both 2023–24 and 2024–25, compared to 18% overall. These results highlight ongoing barriers as students approach high school-level mathematics.

In 2024–25, RMSD’s overall 3rd–8th grade math proficiency rate of 38% exceeded the statewide average of 31%, reflecting steady districtwide growth in mathematics performance. However, Native American student proficiency at 25% remains below district and state averages. RMSD will strengthen math outcomes by expanding small-group instruction, incorporating culturally relevant problem-solving tasks, and continuing collaboration with the Mescalero Apache Tribe to enhance student engagement and conceptual understanding.

In summary, district math proficiency is trending upward overall in 3rd-8th grade, with some important gains among Native American students in the lower grades. However, large achievement gaps persist in 7th and 8th grade, where proficiency for Native students remains far below their peers. These results point to the need for targeted, culturally responsive math interventions and early algebra readiness supports to ensure equitable outcomes as students transition into high school coursework.

SCIENCE RESULTS

RMSD 5th, 8th, and 11th Grade Science (as determined by the New Mexico Measure Assessment of Science Readiness):

New Mexico Assessment of Science Readiness

Science	2021-2022	2022-2023	2023-2024	2024-2025
Group	Science	Science	Science	Science
5th Grade All Students	113 Students 25% Proficient	122 Students 20% Proficient	125 Students 24% Proficient	126 Students 19% Proficient
5th Grade Statewide Proficiency	31% Proficient	33% Proficient	34% Proficient	29% Proficient
5th Grade Native American Students	22 Students 5% Proficient	21 Students 0% Proficient	19 Students 5% Proficient	20 Students 10% Proficient
5th Grade Caucasian Students	86 Students 31% Proficient	99 Students 22% Proficient	95 Students 27% Proficient	102 Students 21% Proficient
5th Grade Hispanic Students	59 Students 17% Proficient	65 Students 17% Proficient	72 Students 18% Proficient	76 Students 17% Proficient
8th Grade All Students	130 Students 39% Proficient	127 Students 32% Proficient	140 Students 38% Proficient	121 Students 48% Proficient
8th Grade Statewide Proficiency	29% Proficient	29% Proficient	35% Proficient	34% Proficient
8th Grade Native American Students	29 Students 24% Proficient	17 Students 41% Proficient	24 Students 29% Proficient	17 Students 18% Proficient
8th Grade Caucasian Students	96 Students 45% Proficient	108 Students 30% Proficient	106 Students 39% Proficient	97 Students 58% Proficient
8th Grade Hispanic Students	65 Students 31% Proficient	78 Students 26% Proficient	80 Students 32% Proficient	69 Students 52% Proficient
11th Grade All Students	115 Students 50% Proficient	105 Students 32% Proficient	133 Students 40% Proficient	120 Students 47% Proficient
11th Grade Statewide Proficiency	41% Proficient	39% Proficient	42% Proficient	41% Proficient
11th Grade Native American Students	12 Students 17% Proficient	20 Students 25% Proficient	19 Students 21% Proficient	21 Students 38% Proficient
11th Grade Caucasian Students	96 Students 53% Proficient	82 Students 34% Proficient	106 Students 45% Proficient	97 Students 49% Proficient
11th Grade Hispanic Students	61 Students 43% Proficient	52 Students 29% Proficient	70 Students 34% Proficient	69 Students 37% Proficient

Science proficiency results reveal uneven progress across grade levels. For all students, overall proficiency in 5th grade declined from 25% in 2021–22 to 19% in 2024–25, showing a downward trend. Native American 5th graders performed significantly below their peers, improving slightly from 0% in 2022–23 to 10% in 2024–25, but still far behind overall district averages.

In contrast, 8th grade performance for all students improved substantially, rising from 32% in 2022–23 to 48% in 2024–25. Native American students in 8th grade, however, dropped from 41% proficiency in 2022–23 to 18% in 2024–25, highlighting a growing achievement gap at the middle school level.

At the high school level, 11th grade science outcomes showed positive momentum for both groups. Overall proficiency increased from 40% in 2023–24 to 47% in 2024–25, while Native American students

improved from 21% to 38% in the same period, narrowing the gap and signaling effective supports in high school science readiness.

In 2024–25, RMSD’s overall science proficiency exceeded statewide averages in 8th and 11th grades (RMSD 48% and 47% vs statewide 34% and 41%), reflecting strong secondary science instruction and student engagement. However, 5th grade proficiency (19%) fell below the state’s 29%, and Native American student performance (10–38%) remained inconsistent across grade levels. RMSD will strengthen early science readiness and middle school preparation through hands-on inquiry learning, integration of Native cultural and environmental perspectives, and collaboration with the Mescalero Apache Tribe to promote relevance and equitable achievement.

In summary, while 8th grade Native American science outcomes are declining and require targeted intervention, notable gains in 11th grade suggest that strong, culturally responsive supports at the high school level can lead to meaningful improvement. Strengthening early and middle school science instruction remains essential to ensuring equitable outcomes across all grade levels.

DLM RESULTS

Dynamic Learning Maps (DLM) assessment measures the academic progress of students with the most significant cognitive disabilities in the subject areas of ELA and Mathematics at grades 3-11, Science at grades 5, 8, and 11. This is an online assessment delivered via the computer; however, some students may need their teacher to present the items to them. RMSD typically tests 10-15 students total per school year, meaning that data is only available schoolwide, not broken down by ethnicity.

REPORT DATE: 06-23-2023

End of Year Report
District Results 2022-23



DISTRICT: RUIDOSO

DISTRICT ID: 036
STATE: New Mexico

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	4	4	0	0	0	0%
	Mathematics	4	4	0	0	0	0%
4	English Language Arts	3	3	0	0	0	0%
	Mathematics	3	3	0	0	0	0%
5	English Language Arts	3	3	0	0	0	0%
	Mathematics	3	3	0	0	0	0%
	Science	3	3	0	0	0	0%
11	English Language Arts	1	1	0	0	0	0%
	Mathematics	1	1	0	0	0	0%
	Science	1	1	0	0	0	0%

REPORT DATE: 06-14-2024

**End of Year Report
District Results 2023-24**



DISTRICT: RUIDOSO

DISTRICT ID: 036
STATE: New Mexico

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	2	0	2	0	0	0%
	Mathematics	2	2	0	0	0	0%
4	English Language Arts	3	2	1	0	0	0%
	Mathematics	3	2	1	0	0	0%
5	English Language Arts	1	1	0	0	0	0%
	Mathematics	1	1	0	0	0	0%
	Science	1	1	0	0	0	0%
6	English Language Arts	3	3	0	0	0	0%
	Mathematics	3	2	1	0	0	0%
11	English Language Arts	5	1	1	3	0	60%
	Mathematics	5	2	2	1	0	20%
	Science	5	2	2	1	0	20%

REPORT DATE: 06-14-2025

**End of Year Report
District Results 2024-25**



DISTRICT: RUIDOSO

DISTRICT ID: 036
STATE: New Mexico

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	1	1	0	0	0	0%
	Mathematics	1	1	0	0	0	0%
4	English Language Arts	2	2	0	0	0	0%
	Mathematics	2	1	1	0	0	0%
5	English Language Arts	4	2	1	0	1	25%
	Mathematics	4	2	1	0	1	25%
	Science	4	3	1	0	0	0%
6	English Language Arts	1	1	0	0	0	0%
	Mathematics	1	1	0	0	0	0%
7	English Language Arts	3	2	1	0	0	0%
	Mathematics	3	3	0	0	0	0%
11	English Language Arts	2	1	0	1	0	50%
	Mathematics	2	1	1	0	0	0%
	Science	2	1	1	0	0	0%

Across three consecutive years, RMSD's DLM data show gradual improvement in both participation and proficiency, particularly at the high school level. In 2022–23, no students in any subject achieved *At Target* or *Advanced* levels, with all students scoring in *Emerging* or *Approaching the Target* categories. In 2023–24, a small but meaningful shift occurred: 20% of students achieved *At Target* or *Advanced* in both Mathematics and Science, and 60% achieved *At Target* or *Advanced* in 11th Grade ELA, marking RMSD's first year of measurable proficiency among DLM test-takers. In 2024–25, results remained relatively consistent. Districtwide, approximately 15–21% of students scored *At Target* or *Advanced* in ELA, 7–8% in Mathematics, and 17–20% in Science, reflecting stable performance for a small tested population.

Statewide, New Mexico DLM results show an average of 19–22% of students achieving at or above target in ELA, 17–19% in Mathematics, and 20–23% in Science. Compared to these statewide averages, RMSD’s overall DLM performance is closely aligned in ELA and Science, but slightly below the state average in Mathematics. The district’s small testing population makes year-to-year variation expected; however, the consistent presence of students achieving at or above target in recent years indicates that RMSD’s targeted instruction for students with significant disabilities is yielding stable outcomes comparable to state trends.

Ruidoso Schools continues to demonstrate progress in inclusive instruction for students with the most significant cognitive disabilities. The district’s implementation of individualized learning supports, use of alternate academic standards, and collaboration between special education staff and general education teachers have contributed to this growth. Continued focus on mathematics reasoning skills, accessible science inquiry, and literacy comprehension strategies aligned with the Essential Elements will be critical for increasing the proportion of students performing at or above target in future years.

SAT RESULTS

SAT Achievement Graph

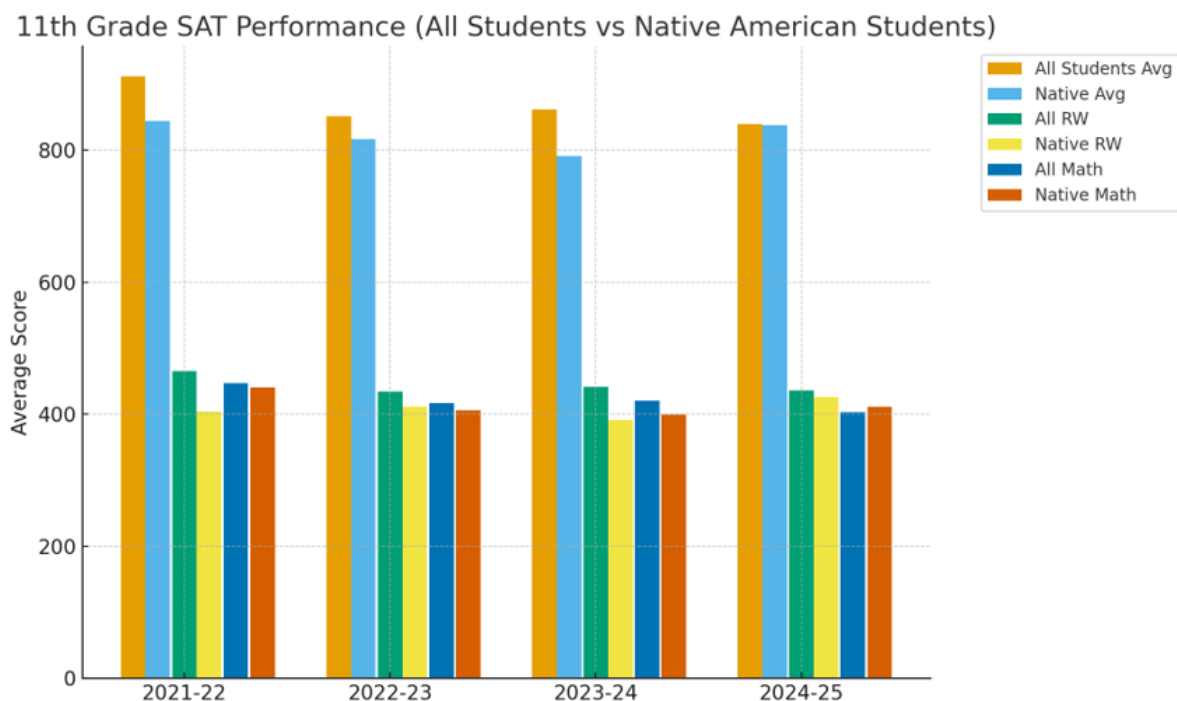


Figure 1. SAT Performance (11th Grade, All Students vs Native American Students)

SAT performance in Ruidoso Municipal Schools has fluctuated over the past four years, with overall average scores for all students declining from 912 in 2021–22 to 839 in 2024–25. Native American students showed a similar trend, with averages falling from 844 in 2021–22 to 791 in 2023–24, before rebounding strongly to 837 in 2024–25, narrowing the gap with their peers.

In Evidence-Based Reading and Writing (RW), all students’ scores decreased slightly from 465 in 2021–22 to 436 in 2024–25. Native American students, however, demonstrated notable improvement,

rising from 404 in 2021–22 to 426 in 2024–25, surpassing earlier performance levels and reducing disparities.

Math scores remain a concern. Average math scores for all students fell from 447 in 2021–22 to 403 in 2024–25, while Native American math performance has stayed relatively flat, ranging from 440 in 2021–22 to 411 in 2024–25. Despite some recovery, both groups are showing downward trends in math readiness, pointing to the need for stronger pre-college math preparation.

In summary, while Native American students have made encouraging progress in Reading and Writing and closed much of the gap in overall averages, persistent challenges remain in math achievement for both groups. Focused math interventions and continued literacy supports will be essential to improving college readiness outcomes.

ACTION PLAN

Native American students will continue to receive grade level, Tier 1, core instruction in Reading/Language Arts, Math, and Science. Intervention programs will identify skill deficit areas and data will be used to reteach instruction and/or enrich learning for all content areas to mitigate learning loss. Each school will provide high dosage tutoring to students in the areas of reading and math. The district's 90 Day Plans, which serve as our strategic improvement plans, will focus on supporting these areas through our Professional Learning Communities (PLC's), instructional coaching, and best-practice instructional strategies. Native American Liaisons at each school site will monitor grades, attendance, and behavior to support students and families.

SCHOOL SAFETY

OBJECTIVE

To ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

DISTRICT-WIDE SAFETY PRACTICES

School safety is our first priority in the schools. The following are among our safety practices:

- In depth NMPED approved safety plans are developed and revisited each school year.
- Emergency drills practiced throughout the year including fire drills, severe weather drills, active shooter drills & training, and evacuation with reunification drills.
- Limited access campuses. Doors remained closed and locked. Entry through a primary entry point where the visitor is identified before entry is granted. RMSD utilized the Raptor Visitor Management system at all school sites. All visitors must be scanned through the Raptor system and wear the visitor's pass when on campus.
- Routine inspections of the site.
- Anonymous reporting system StopIt is utilized district-wide.
- RAVE (Remote Alarm for Violent Emergencies) Panic Button App utilized by staff.
- Crisis Prevention Intervention (CPI) certified team on each campus.
- District School Resource Officer (SRO).
- School administrators, counselors, and social workers trained to use and implement the CSTAG (Comprehensive School Threat Assessment Guidelines) threat assessment protocol.
- School counselor at each school site and two district social workers.
- Native American cultural sensitivity training conducted by Native American Liaisons to all school staff yearly.
- School staff participate in yearly training including: Bullying Response and Prevention, QPR Suicide Prevention, Students Experiencing Homelessness: Awareness and Understanding, FERPA: Confidentiality of Records, Child Abuse: Mandatory Reporting
- All school staff trained in trauma informed and restorative practices including but not limited to: Capturing Kids Hearts, Restorative Justice, Conscious Discipline, Positive Behavior Intervention and Supports (PBIS), Social-Emotional Learning (SEL), 7 Mindsets
- Monitor fire extinguishers for serviceability.
- Trained staff perform supervision during dismissal and arrival to school.
- School safety committee established at each school site.
- Identification badges or visitor's passes for all adults on campus.
- All staff and volunteers have undergone a background check.
- Strong partnership with and referral system to the Student Based Health Center.
- Partnership with local law enforcement and emergency agencies.

RESULTS

Sierra Vista Primary School (Grades 3 Years Old-2nd Grade):

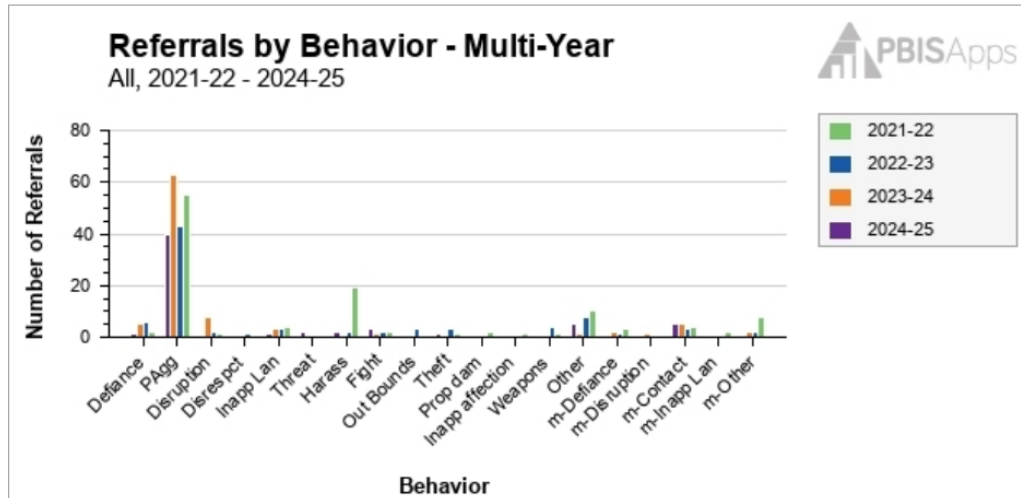


Sierra Vista Primary School

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Referrals By Behavior - Multi-Year
2021-22 - 2024-25

Outcome: All Referrals
Only Show Behaviors With Data: Yes



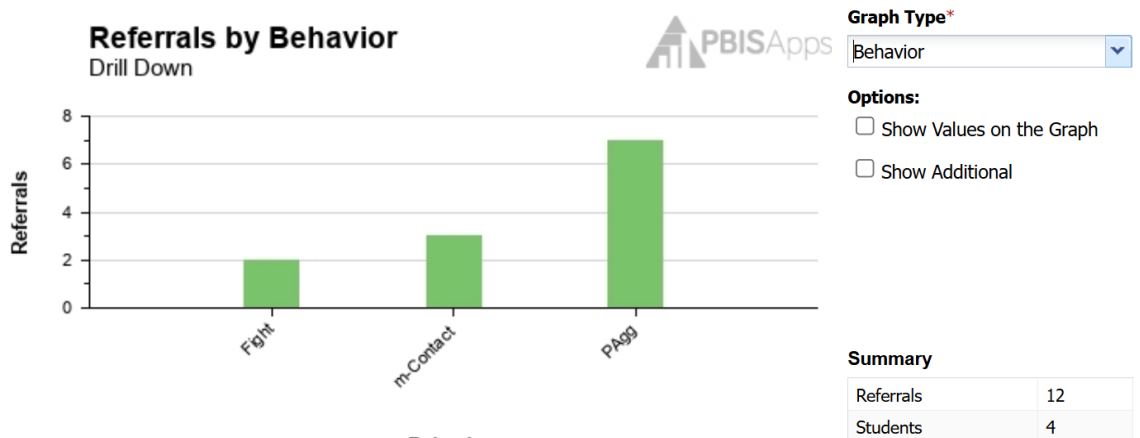
Data Table

Behavior	2021-22	2022-23	2023-24	2024-25
Defiance/Insubordination/Non-Compliance	2	6	5	1
Physical Aggression	55	43	63	40
Disruption	1	2	8	0
Disrespect	0	1	0	0
Abusive Language/Inappropriate Language/Profanity	4	3	3	1
Threatening Behavior	0	0	0	2
Harassment	19	2	0	2
Fighting	2	2	1	3
Inappropriate Location/Out of Bounds Area	0	3	0	0
Theft	1	3	0	1
Property Damage/Vandalism	2	0	0	0
Inappropriate Display of Affection	1	0	0	0
Use/Possession of Weapons	1	4	0	0
Other Behavior	10	8	1	5
Staff-managed (minor) - Defiance/Insubordination/Non-compliance	3	1	2	0
Staff-managed (minor) - Disruption	0	0	1	0
Staff-managed (minor) - Physical Contact/Physical Aggression	4	3	5	5
Staff-managed (minor) - Inappropriate Language	2	0	0	0
Staff-managed (minor) - Other	8	2	2	0
Totals:	115	83	91	60

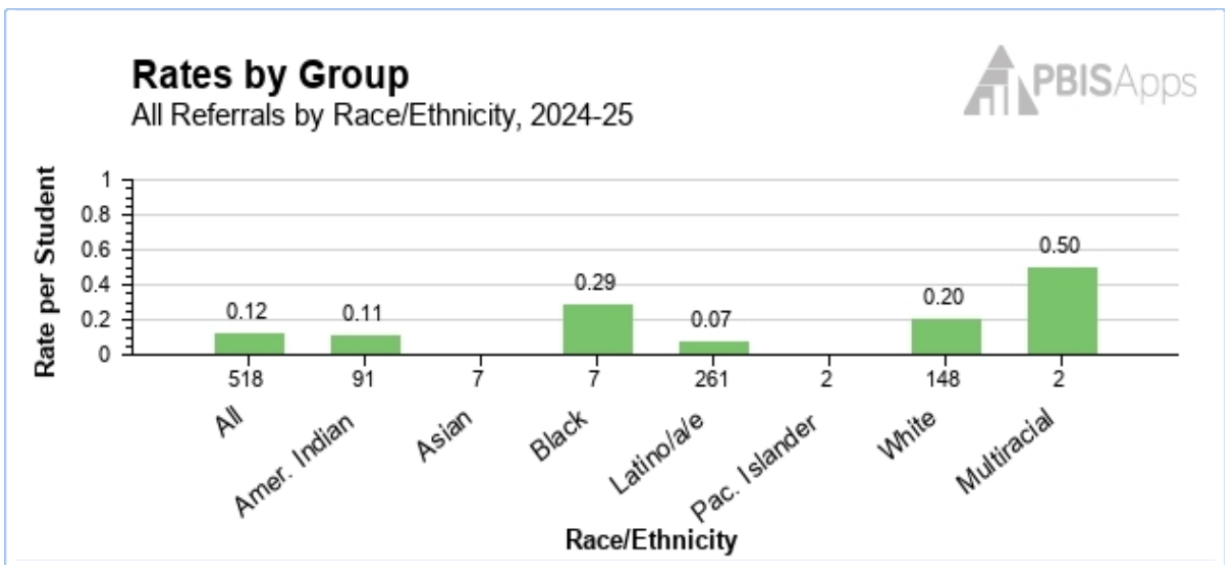
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SWIS Suite
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Sierra Vista Primary Native American Student Referrals by Behavior:



Sierra Vista Primary:



- Students identified as American Indian/Alaskan Native receive an average of **0.11** referrals per student in the 2024-25 school year.
- Students identified as Asian receive an average of **0** referrals per student in the 2024-25 school year.
- Students identified as Black/African American receive an average of **0.29** referrals per student in the 2024-25 school year.
- Students identified as Hispanic/Latino/a/e receive an average of **0.07** referrals per student in the 2024-25 school year.
- Students identified as Pacific Islander/Native Hawaiian receive an average of **0** referrals per student in the 2024-25 school year.
- Students identified as White receive an average of **0.2** referrals per student in the 2024-25 school year.
- Students identified as Multiracial receive an average of **0.5** referrals per student in the 2024-25 school year.

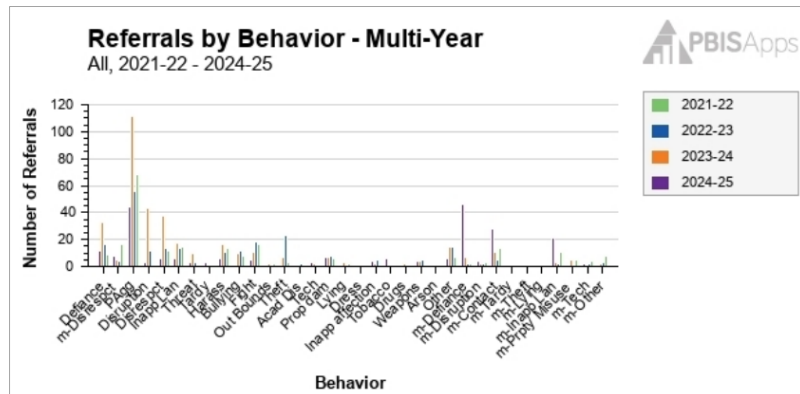
White Mountain Elementary School (3rd-5th Grade):



White Mountain Elementary School
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Referrals By Behavior - Multi-Year
2021-22 - 2024-25

Outcome: All Referrals
Only Show Behaviors With Data: Yes



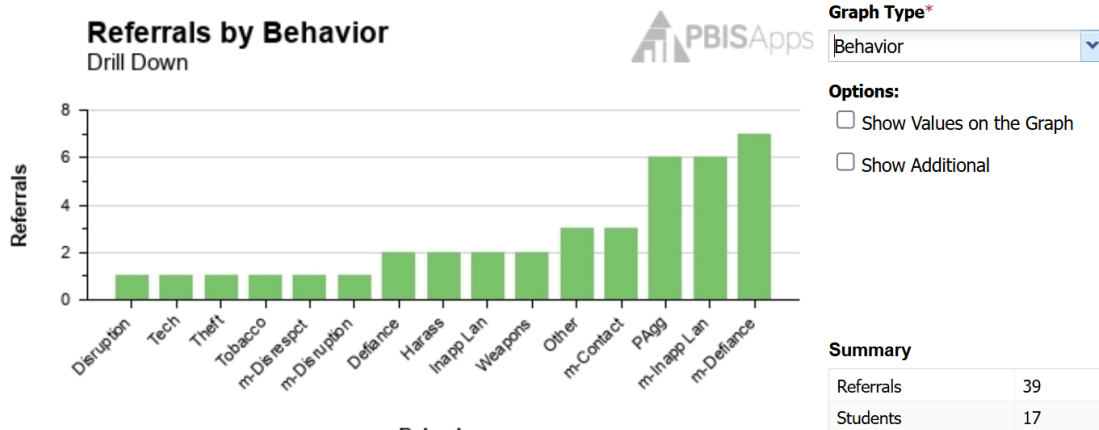
Data Table				
Behavior	2021-22	2022-23	2023-24	2024-25
Defiance/Insubordination/Non-Compliance	9	16	33	12
Staff-managed (minor) - Disrespect	16	4	5	8
Physical Aggression	68	56	111	44
Disruption	1	12	43	3
Disrespect	12	13	37	6
Abusive Language/Inappropriate Language/Profanity	14	13	17	6
Threatening Behavior	0	3	10	3
Tardy	0	0	0	3
Harassment	13	11	16	6
Bullying	8	12	10	0
Fighting	16	18	11	5
Inappropriate Location/Out of Bounds Area	2	1	2	1
Theft	3	23	7	1
Academic Dishonesty	0	2	1	0
Technology Violation	1	0	2	3
Property Damage/Vandalism	6	8	7	7
Lying	2	0	3	0
Dress Code Violation	0	1	0	0
Inappropriate Display of Affection	1	5	2	4
Use/Possession of Tobacco/Nicotine	0	1	0	6
Use/Possession of Restricted Substances	0	1	2	0
Use/Possession of Weapons	1	5	4	4
Arson	1	0	0	0
Other Behavior	7	14	14	6
Staff-managed (minor) - Defiance/Insubordination/Non-compliance	2	2	7	46
Staff-managed (minor) - Disruption	3	2	2	4
Totals:	227	236	368	234

Staff-managed (minor) - Physical Contact/Physical Aggression	13	5	11	28
Staff-managed (minor) - Tardy	0	0	0	1
Staff-managed (minor) - Theft	0	0	0	1
Staff-managed (minor) - Lying	0	0	0	1
Staff-managed (minor) - Inappropriate Language	11	2	3	21
Staff-managed (minor) - Material/Property Misuse	5	1	5	1
Staff-managed (minor) - Technology Violation	4	2	1	2
Staff-managed (minor) - Other	8	3	2	1
Totals:	227	236	368	234

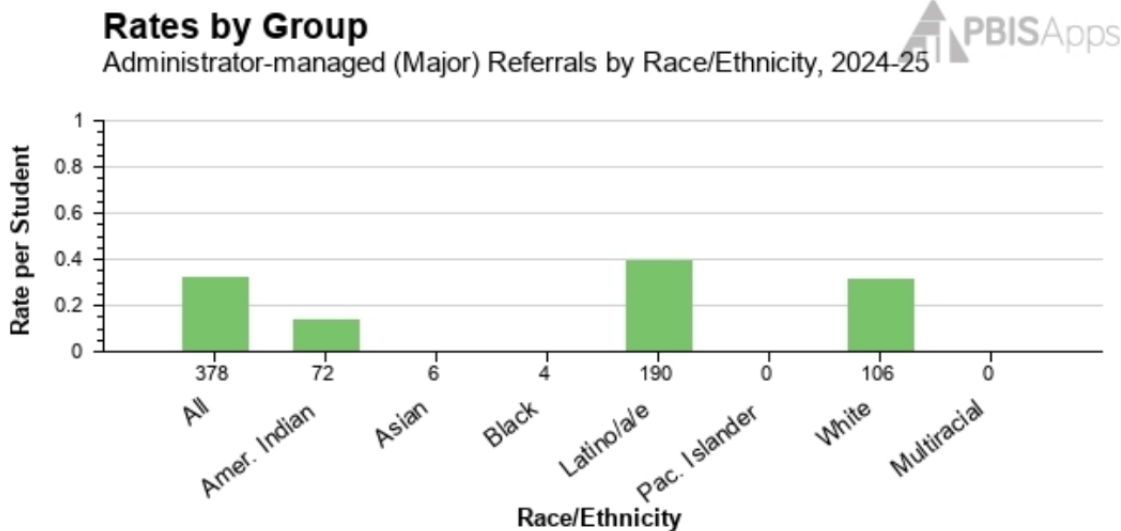
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White Mountain Elementary Native American Student Referrals by Behavior:



White Mountain Elementary:



- Students identified as American Indian/Alaskan Native receive an average of **0.32** referrals per student in the 2024-25 school year.
- Students identified as Asian receive an average of **0** referrals per student in the 2024-25 school year.
- Students identified as Black/African American receive an average of **0** referrals per student in the 2024-25 school year.
- Students identified as Hispanic/Latino/a/e receive an average of **0.71** referrals per student in the 2024-25 school year.
- Students identified as Pacific Islander/Native Hawaiian receive an average of **0** referrals per student in the 2024-25 school year.
- Students identified as White receive an average of **0.67** referrals per student in the 2024-25 school year.
- Students identified as Multiracial receive an average of **0** referrals per student in the 2024-25 school year.

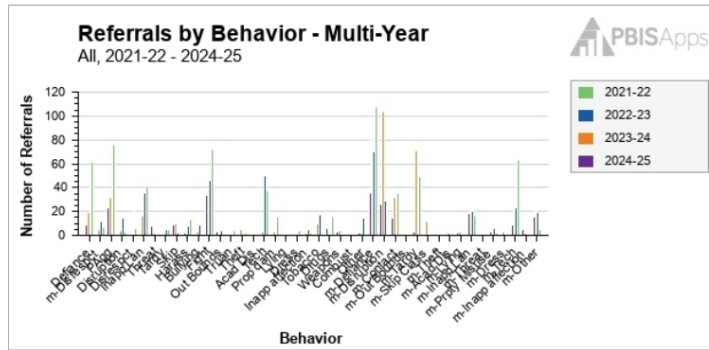
Ruidoso Middle School (6th-8th Grade):



Ruidoso Middle School
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Referrals By Behavior - Multi-Year
2021-22 - 2024-25

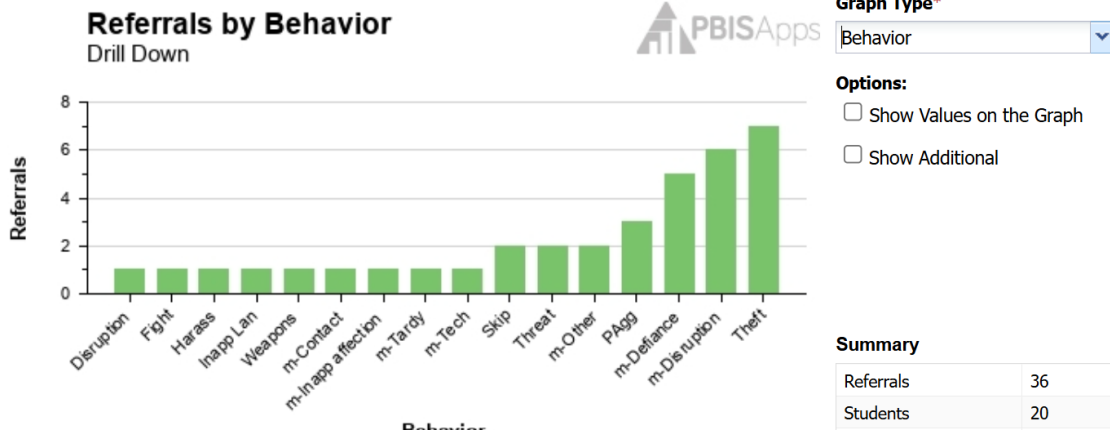
Outcome: All Referrals
Only Show Behaviors With Data: Yes



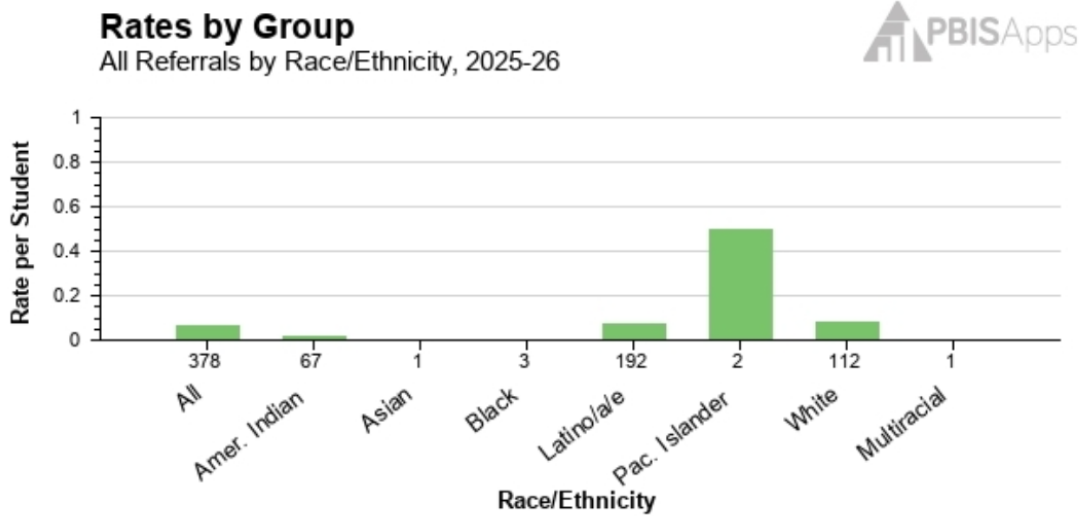
Data Table				
Behavior	2021-22	2022-23	2023-24	2024-25
Defiance/Insubordination/Non-Compliance	61	46	19	9
Staff-managed (minor) - Disrespect	7	12	5	1
Physical Aggression	76	19	32	23
Disruption	3	14	4	1
Disrespect	6	32	1	1
Abusive Language/Inappropriate Language/Profanity	41	36	16	9
Threatening Behavior	0	1	2	8
Tardy	5	5	0	0
Skip Class	8	2	10	9
Harassment	13	8	11	2
Bullying	1	9	3	0
Fighting	72	46	27	34
Inappropriate Location/Out of Bounds Area	0	4	0	3
Truancy	4	0	5	0
Theft	2	1	5	9
Academic Dishonesty	0	0	0	1
Technology Violation	37	50	3	3
Property Damage/Vandalism	15	6	3	0
Lying	1	0	1	0
Dress Code Violation	4	0	0	0
Inappropriate Display of Affection	2	5	2	2
Use/Possession of Tobacco/Nicotine	12	17	10	0
Use/Possession of Restricted Substances	15	0	15	6
Use/Possession of Weapons	1	0	4	3
Use/Possession of Combustibles	0	0	1	1
Other Behavior	1	14	2	2
Staff-managed (minor) - Defiance/Insubordination/Non-compliance	108	70	80	36
Totals:	699	515	601	270

Staff-managed (minor) - Disruption	28	29	104	26
Staff-managed (minor) - Physical Contact/Physical Aggression	36	9	32	14
Staff-managed (minor) - Inappropriate Location/Out of Bounds Area	0	0	0	2
Staff-managed (minor) - Tardy	49	12	71	3
Staff-managed (minor) - Skip Class	0	0	12	9
Staff-managed (minor) - Theft	0	0	0	1
Staff-managed (minor) - Academic Dishonesty	0	0	2	0
Staff-managed (minor) - Lying	0	0	3	2
Staff-managed (minor) - Inappropriate Language	16	20	36	18
Staff-managed (minor) - Threatening Behavior	0	0	1	0
Staff-managed (minor) - Material/Property Misuse	2	6	15	3
Staff-managed (minor) - Dress Code Violation	5	0	3	0
Staff-managed (minor) - Technology Violation	63	23	36	9
Staff-managed (minor) - Inappropriate Display of Affection	0	0	2	5
Staff-managed (minor) - Other	5	19	23	15
Totals:	699	515	601	270

Ruidoso Middle School Native American Student Referrals by Behavior:



Ruidoso Middle School:



- Students identified as American Indian/Alaskan Native receive an average of **0.01** referrals per student in the 2025-26 school year.
- Students identified as Asian receive an average of **0** referrals per student in the 2025-26 school year.
- Students identified as Black/African American receive an average of **0** referrals per student in the 2025-26 school year.
- Students identified as Hispanic/Latino/a/e receive an average of **0.07** referrals per student in the 2025-26 school year.
- Students identified as Pacific Islander/Native Hawaiian receive an average of **0.5** referrals per student in the 2025-26 school year.
- Students identified as White receive an average of **0.08** referrals per student in the 2025-26 school year.
- Students identified as Multiracial receive an average of **0** referrals per student in the 2025-26 school year.

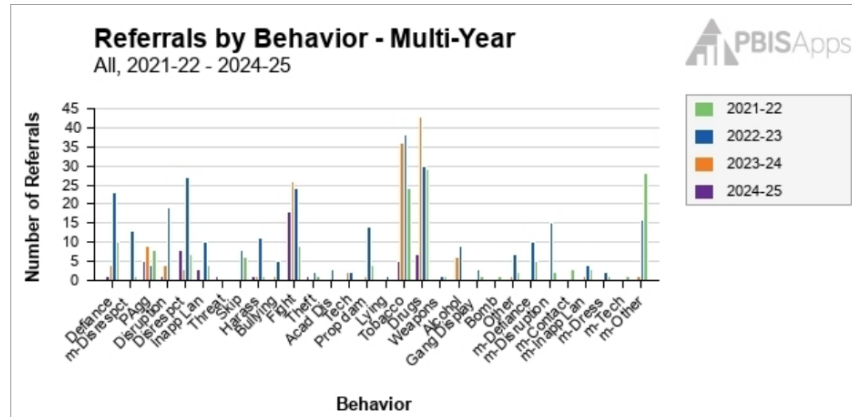
Ruidoso High School (9th-12th Grade):



Ruidoso High School
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Referrals By Behavior - Multi-Year
2021-22 - 2024-25

Outcome: All Referrals
Only Show Behaviors With Data: Yes

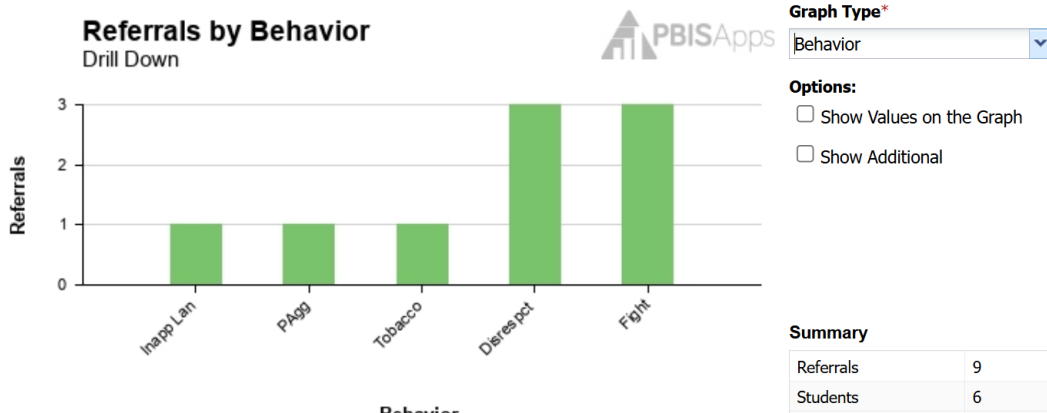


Data Table

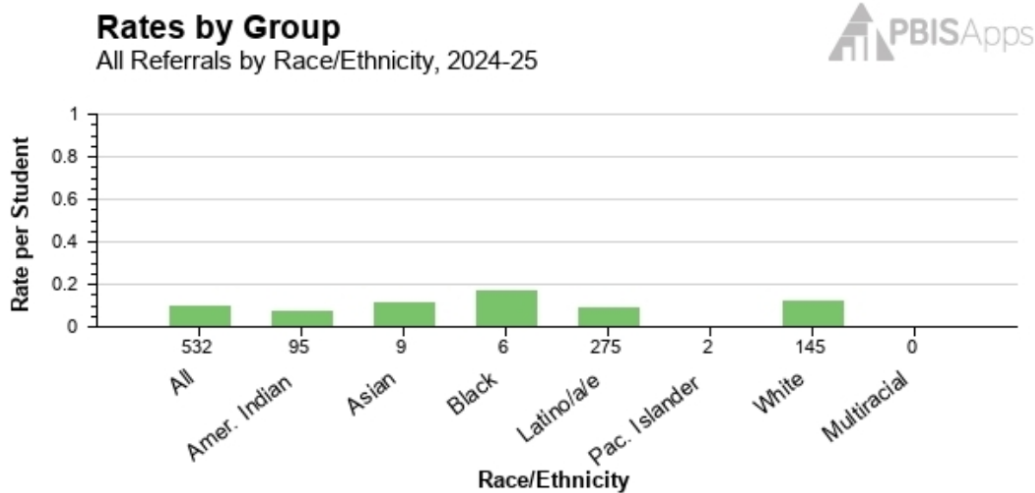
Behavior	2021-22	2022-23	2023-24	2024-25
Defiance/Insubordination/Non-Compliance	10	23	4	1
Staff-managed (minor) - Disrespect	1	13	0	0
Physical Aggression	8	4	9	5
Disruption	0	19	4	1
Disrespect	7	27	3	8
Abusive Language/Inappropriate Language/Profanity	4	10	0	3
Threatening Behavior	0	0	0	1
Skip Class	6	8	0	0
Harassment	1	11	1	1
Bullying	0	5	1	0
Fighting	9	24	26	18
Theft	1	2	0	1
Academic Dishonesty	0	3	0	0
Technology Violation	0	2	2	0
Property Damage/Vandalism	4	14	1	0
Lying	0	1	0	0
Use/Possession of Tobacco/Nicotine	24	38	36	5
Use/Possession of Restricted Substances	29	30	43	7
Use/Possession of Weapons	1	1	0	0
Use/Possession of Alcohol	0	9	6	0
Gang Affiliation Display	1	3	0	0
Bomb Threat/False Alarm	1	0	0	0
Other Behavior	2	7	1	0
Staff-managed (minor) - Defiance/Insubordination/Non-compliance	5	10	0	0
Staff-managed (minor) - Disruption	2	15	0	0
Staff-managed (minor) - Physical Contact/Physical Aggression	3	0	0	0
Totals:	152	301	139	51

Staff-managed (minor) - Inappropriate Language	3	4	1	0
Staff-managed (minor) - Dress Code Violation	1	2	0	0
Staff-managed (minor) - Technology Violation	1	0	0	0
Staff-managed (minor) - Other	28	16	1	0
Totals:	152	301	139	51

Ruidoso High School Native American Student Referrals by Behavior:



Ruidoso High School:



- Students identified as American Indian/Alaskan Native receive an average of **0.07** referrals per student in the 2024-25 school year.
- Students identified as Asian receive an average of **0.11** referrals per student in the 2024-25 school year.
- Students identified as Black/African American receive an average of **0.17** referrals per student in the 2024-25 school year.
- Students identified as Hispanic/Latino/a/e receive an average of **0.09** referrals per student in the 2024-25 school year.
- Students identified as Pacific Islander/Native Hawaiian receive an average of **0** referrals per student in the 2024-25 school year.
- Students identified as White receive an average of **0.12** referrals per student in the 2024-25 school year.
- Students identified as Multiracial receive an average of **0** referrals per student in the 2024-25 school year.

CONCLUSION

Ruidoso Municipal Schools (RMSD) continues to prioritize school safety through the implementation of NMPED-approved safety plans, annual emergency drills, and partnerships with local law enforcement and tribal authorities. The district utilizes tools such as the Raptor Visitor Management System, the StopIt anonymous reporting platform, and the RAVE Panic Button App to ensure the safety and security of all students and staff across each campus.

The 2024–25 SWIS discipline data shows that Native American students generally receive referrals at lower or comparable rates than their peers, reflecting the district’s emphasis on equitable, preventive, and culturally responsive discipline. At Sierra Vista Primary, Native American students averaged 0.11 referrals per student, compared to 0.20 for White students and 0.07 for Hispanic students. At White Mountain Elementary, the Native American rate was 0.32 referrals per student, lower than both Hispanic (0.71) and White (0.67) averages. At Ruidoso Middle School, Native American students averaged just 0.01 referrals per student, the lowest across all subgroups, and at Ruidoso High School, Native American students averaged 0.07 referrals per student, slightly below White (0.12) and Hispanic (0.09) students. These trends suggest that RMSD’s culturally informed prevention and intervention strategies are contributing to safe, inclusive learning environments.

RMSD embeds restorative and trauma-informed practices throughout its district culture to build positive relationships, reduce exclusionary discipline, and support student well-being. All staff receive ongoing professional development in programs such as Capturing Kids’ Hearts, Conscious Discipline, Restorative Justice, Girls & Boys Circle, Botvin Life Skills, and Positive Behavioral Interventions and Supports (PBIS). Staff are also trained in QPR Suicide Awareness and Prevention annually and work closely with the Student-Based Health Center to refer students for mental health support and early intervention when needed. RMSD also employs a school counselor at each campus and two district social workers to support students, families, and staff.

Collaboration with tribal entities continues to strengthen RMSD’s safety framework. District Native American Liaisons attend Mescalero Service Providers meetings regularly, sharing information, scheduling school-based presentations, and coordinating with tribal programs such as the Mescalero Prevention Program, Boys & Girls Club, Elderly Program, and Language Program. These partnerships ensure alignment between district initiatives and tribal community efforts promoting student wellness, cultural pride, and safety.

Additionally, RMSD collaborates directly with the Mescalero Apache Tribal Council and Mescalero Children’s Court to address truancy and attendance concerns through restorative, culturally respectful processes. When attendance or behavior concerns arise, district administrators and Liaisons coordinate with the Tribe’s Education, Behavioral Health, and Prevention Departments to ensure interventions reflect both district policy and tribal values.

Annual Native American cultural sensitivity training provided by district Liaisons ensures that all staff understand the cultural, historical, and relational contexts of the Mescalero Apache community. These efforts, combined with the district’s trauma-informed approach, promote trust, accountability, and belonging across all campuses.

Through these combined strategies—comprehensive safety planning, restorative and trauma-informed practices, and authentic collaboration with the Mescalero Apache Tribe—RMSD ensures that its approach to school safety is proactive, equitable, and culturally grounded, supporting the physical and emotional well-being of every student.

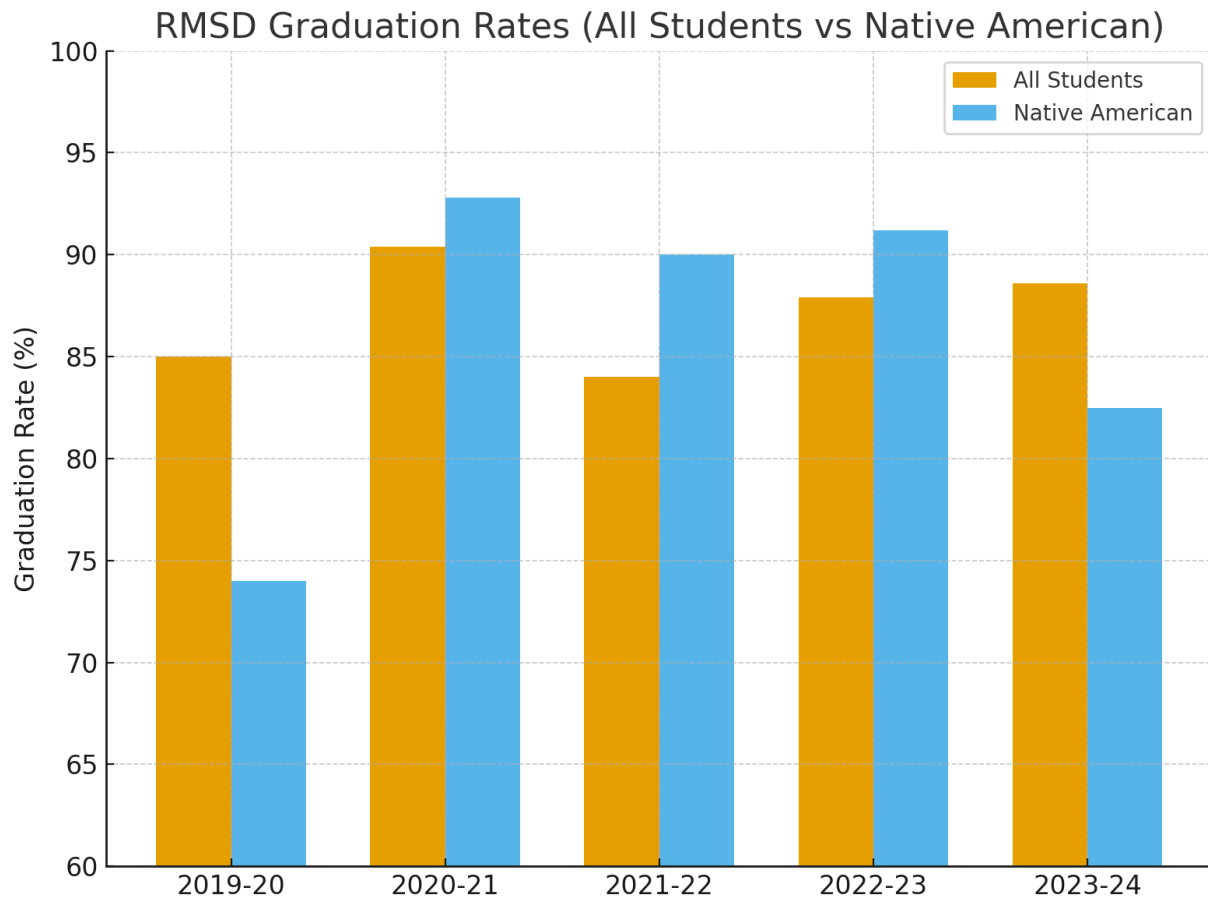
GRADUATION RATES

OBJECTIVE

The graduation objective is to ensure that all Native American students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.

GRADUATION RESULTS

****NMPED has not yet released the graduation rate for the 24-25 cohort.**



****ALL Students=ALL RMSD Students (not statewide)**

Graduation Rate for Ruidoso Municipal Schools:

Note: Numbers are in percent

Year	School	Grades	Subject	ALL Student s	White	Hispani c	Native Americ an	Econ Disadva ntaged	Student s with Disabilit ies	English Learner s
23-24	Ruidoso High School	9-12	Graduation Rate	88.61	86.9	92.2	82.5	82.2	85.5	84.8
22-23	Ruidoso High School	9-12	Graduation Rate	87.9	84	88.6	91.2	85.7	86.4	91.1
21-22	Ruidoso High School	9-12	Graduation Rate	84	75	87	90	85	82	87
20-21	Ruidoso High School	9-12	Graduation Rate	90.4	88.2	90.3	92.8	93	93.5	95
19-20	Ruidoso High School	9-12	Graduation Rate	85	83	90	74	82	85	88

****ALL Students=ALL RMSD Students (not statewide)****CONCLUSION**

RMSD graduation rates have remained strong over the past five years, consistently above 84% for all students. While Native American students reached as high as 92.8% in 2020–21 and 91.2% in 2022–23, their 2023–24 rate of 82.5% was below both the district average (88.6%) and the New Mexico state average of approximately 76%, indicating that RMSD continues to perform above the state in overall graduation outcomes.

To support students in reaching this level of success, RMSD offers credit recovery opportunities during the summer, ensuring students have multiple pathways to stay on track for graduation.

Post-graduation data show both strengths and areas of growth for Native American students. Compared to the whole class, fewer Native American graduates entered the military (0% vs 5%) or attended a four-year university (11% vs 19%). However, higher proportions of Native American students enrolled in two-year colleges (61% vs 30%), completed career clusters (44% vs 10%), and filed FAFSA applications (67% vs 51%). Participation in dual credit courses (44% vs 43%) and college entrance exams (94% vs 95%) remained nearly identical between groups. Additionally, 44% of Native American students received scholarships, only slightly below the overall class (50%).

In summary, RMSD continues to graduate students at rates that exceed the state average, while offering robust supports such as credit recovery and dual credit opportunities. Native American students demonstrate strong engagement in two-year colleges, FAFSA completion, and career pathways, though additional efforts are needed to increase representation in four-year universities and military service.

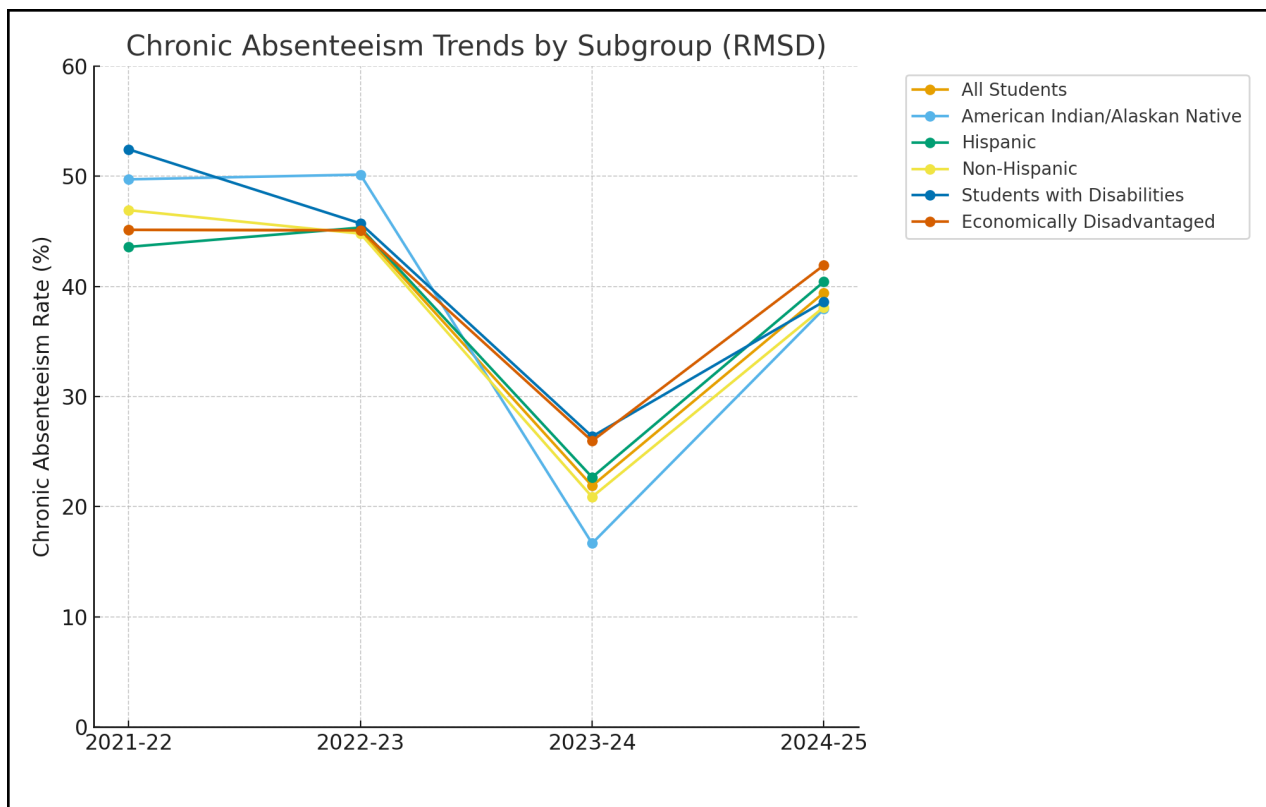
ATTENDANCE

OBJECTIVE

The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance.

RESULTS

Ruidoso Municipal Schools Chronic Absenteeism						
Subpopulation Name	21-22 RMSD Chronic Absence Rate	22-23 RMSD Chronic Absence Rate	23-24 RMSD Chronic Absence Rate	23-24 <i>Statewide Chronic Absence Rate</i>	24-25 RMSD Chronic Absence Rate	24-25 <i>Statewide Chronic Absence Rate</i>
All Students	45.13%	45.08%	21.89%	33.9%	39.41%	29%
Female	43.98%	45.44%	22.8%	34%	37.87%	28.9%
Male	46.22%	44.72%	20.97%	33.9%	40.78%	28.8%
Caucasian	44.5%	43.88%	23.59%	33.6%	38.19%	27.9%
Black or African American	47.22%	60%	20%	37.1%	15.38%	29.6%
Asian	25%	30%	23.08%	23.6%	30.77%	18.8%
American Indian/Alaskan Native	49.71%	50.14%	16.67%	40.5%	37.94%	39.1%
Native Hawaiian or Other Pacific Islander	16.67%	44.44%	0%		50%	
Economically Disadvantaged	45.13%	45.08%	25.96%	36.4%	41.91%	36.6%
Students with Disabilities	52.43%	45.71%	26.37%	40.6%	38.61%	33.6%
English Language Learners	46.67%	45.66%	20.59%	40.2%	33.05%	33.7%
Hispanic	43.58%	45.33%	22.67%	36%	40.41%	30.3%
Non-Hispanic	46.91%	44.78%	20.89%		38.11%	



CONCLUSION

Ruidoso Municipal Schools has experienced significant fluctuations in chronic absenteeism rates over the past four years. Overall rates dropped from 45% in 2021–22 to just 22% in 2023–24, before climbing again to 39% in 2024–25. The return of higher absenteeism in 2024–25 can be attributed in part to extraordinary community challenges, including wildfires just before the school year began and subsequent flooding in both the fall and spring, which disrupted school attendance.

For Native American students, chronic absenteeism decreased dramatically from 50% in 2022–23 to 16.7% in 2023–24, but rose again to 37.9% in 2024–25, mirroring districtwide trends. Economically disadvantaged students and students with disabilities continue to show some of the highest absenteeism rates, with 41.9% and 38.6% respectively in 2024–25.

In 2024–25, RMSD’s overall chronic absenteeism rate of 39.41% was higher than the statewide average of 29%, with American Indian/Alaskan Native students at 37.94%, slightly below the statewide rate of 39.1%, indicating that while districtwide attendance remains a concern, targeted efforts to support Native American student engagement have helped narrow the gap with the state.

To address these challenges, RMSD implemented Attendance Success Plans at every school, as required by NMPED. Each school employs an attendance clerk who directly monitors attendance of all students and Native American students, with liaisons conducting home visits, make phone calls, sending 5- and 10-day attendance letters, and conducting attendance meetings and implementing contracts. Liaisons also collaborate with Tribal Court when truancy persists. Additional supports include school nurses helping reduce unnecessary early dismissals, social workers and counselors reaching out to families to provide social-emotional support, and administrators meeting with parents to identify barriers to attendance. Incentive programs such as

recognition ceremonies and rewards for improved attendance have also been used to keep students motivated and engaged.

In summary, RMSD has shown the capacity to reduce chronic absenteeism significantly, particularly for Native American students, but natural disasters in 2024–25 posed challenges that affected districtwide rates. The district’s layered interventions, family engagement, and tribal partnerships remain central to addressing these barriers and ensuring students are present, engaged, and supported.

PARENT AND COMMUNITY INVOLVEMENT

OBJECTIVE

The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban Native American community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for Native American students by encouraging and fostering parental and community involvement within public and charter schools.

RESULTS

RMSD Native American Parent Committee meets 4 times per year to discuss progress toward district goals and to provide input for academic, attendance, and social emotional goals as well as cultural programs for students. The committee updates the committee by-laws yearly and provides input on the Indian Policies and Procedures (IPP). The district meets with Native American parents twice a year at the Inn of the Mountain Gods for parent input for goals and programs. The district also hosts a Native American Family Night each Spring to recognize and celebrate our Native American students. The district also participates in multiple meetings with the Mescalero Apache Tribal Council to discuss district goals and programs, as well as participate in yearly Tribal Consultation. Ruidoso Schools engaged in tribal consultation with the Mescalero Apache Tribal Council members on April 7, 2025. Collaboration with the Native American Parent Committee and Mescalero Tribal Council members have resulted in students and families participating in the below activities/committees:

- Indian Club Trip- Gathering of Nations, Albuquerque, New Mexico
- Pueblo Feasts- Native American students attend pueblo feasts and ceremonies to learn about other Native American cultures in New Mexico
- Field Trips to tribal lands to learn about native plants and grasses from tribal elders with parent involvement
- Royalty Pageants to represent the following schools: RHS Warrior/Princess, RMS Brave/Princess, WME Brave/Princess, and SVP Wee Warrior/Princess to represent the school and tribe
- Native American Liaison with Parent Advisory Committee, member of the School Advisory Committee and the RMSD Social Emotional Learning Committee
- Partnership with the Mescalero Historic Preservation Office to come to the schools and present information to students.
- Mescal Harvest Trip in Silver City, NM.

Meeting Dates:

Native American Parent Committee: 11/13/24, 1/25/25, 3/4/25, 4/15/25

Fall & Spring Parent Meeting: 10/1/24 & 3/25/25

Native American Family Night: 4/30/25



SVP



**RUIDOSO
WARRIORS**



WME



**RMSD
NATIVE
AMERICAN
PARENT
MEETING**

RMS

TUESDAY OCTOBER 1, 2024

RHS

10AM-12PM

INN OF THE MOUNTAIN GODS

Convention Center: Ballroom AC

SIGN-IN SHEET
FOR ADMIN LEAVE
WILL BE AVAILABLE

**JOIN RMSD FOR:
NATIVE AMERICAN
FAMILY NIGHT**

PREK-12TH GRADE STUDENTS

APRIL 30, 2025

INN OF THE MOUNTAIN GODS

6:00-8:00PM

FAJITA DINNER. STUDENT RECOGNITIONS. AND MORE!







CONCLUSION

Ruidoso Municipal Schools values the essential role of Native American parents, families, and community groups in shaping academic, social-emotional, and cultural goals for students. Through the Native American Parent Committee, regular tribal consultations, and cultural events such as royalty pageants, family nights, and field-based learning, parents and community members have a strong voice in district programs and decision-making. Looking ahead, the district will continue to expand opportunities for authentic engagement by strengthening partnerships with the Mescalero Apache Tribe, increasing parent leadership roles, and deepening cultural and language-based programming. RMSD remains committed to ensuring that Native American families are engaged in meaningful ways that honor traditions, celebrate students, and guide the district's path forward.

EDUCATIONAL PROGRAMS TARGETING AMERICAN INDIAN AND ALASKA NATIVE STUDENTS

OBJECTIVE

The tribal students' educational programs objective is to recognize and support the unique cultural and educational needs of Native American students enrolled in public schools and charter schools.

EDUCATIONAL PROGRAMS

Ruidoso Municipal Schools continues to provide educational programs that honor and strengthen the cultural identity of Native American students while supporting their academic growth. 3 of these programs are listed below:

1. Apache Language Program: offered at both Ruidoso Middle School and Ruidoso High School for course credit. The teacher also teaches a class at White Mountain Elementary and Sierra Vista Primary on a weekly basis, typically during Native American Indian Club time that is open to all students. This course, developed in collaboration with the Mescalero Apache Tribe, are taught for credit and ensures students can learn, preserve, and celebrate their language while progressing toward graduation requirements.
2. Native American Indian Club: sponsored by Native American Liaisons and teachers at each school site is where students engage in cultural activities, leadership opportunities, and community-building events. The club meets 1-2 times per week on each campus. The clubs organize cultural celebrations, sponsor royalty pageants to represent each school, and participate in trips such as the Gathering of Nations. These experiences provide both cultural enrichment and avenues for student voice and leadership.
3. Near Peer Tutoring: Native American students are encouraged to participate both as tutors and tutees. 35% of the tutors were Native American students from Ruidoso High School. This program provides opportunities for older students to serve as role models while strengthening their own academic skills, and ensures younger students receive individualized academic support. The tutoring initiative has also helped foster stronger connections across grade levels and reinforced the district's commitment to mentoring and academic achievement. Tutees who worked with a Near Peer tutor showed a 4% higher achievement score in reading and math overall than their peers who were not part of the program.

In addition, the Native American Liaisons directly supports tribal students to promote and engage in the following programs:

- STEM/Robotics program
- MESA
- Educator's Rising
- Knowledge Bowl
- Student Council



CONCLUSION

These programs support the holistic development of Native American students, blending academic readiness with cultural knowledge and leadership opportunities. By sustaining Apache language courses, sponsoring Native American Indian Clubs, and expanding Near Peer tutoring, Ruidoso Municipal Schools demonstrates its ongoing commitment to providing culturally relevant and academically rigorous programming that meets the needs of Native American learners.

At the same time, all students receive appropriate, grade-level core instruction through RMSD-adopted programming. Diagnostic and assessment tools are utilized across all schools to identify student strengths and areas of need, ensuring instruction is responsive. Re-teaching and, when necessary, targeted remedial support help close learning gaps so that every student can thrive academically while also benefitting from culturally enriching opportunities. Together, these approaches underscore the district's dedication to preparing students for success in both academics and cultural identity.

FINANCIAL REPORTS

OBJECTIVE

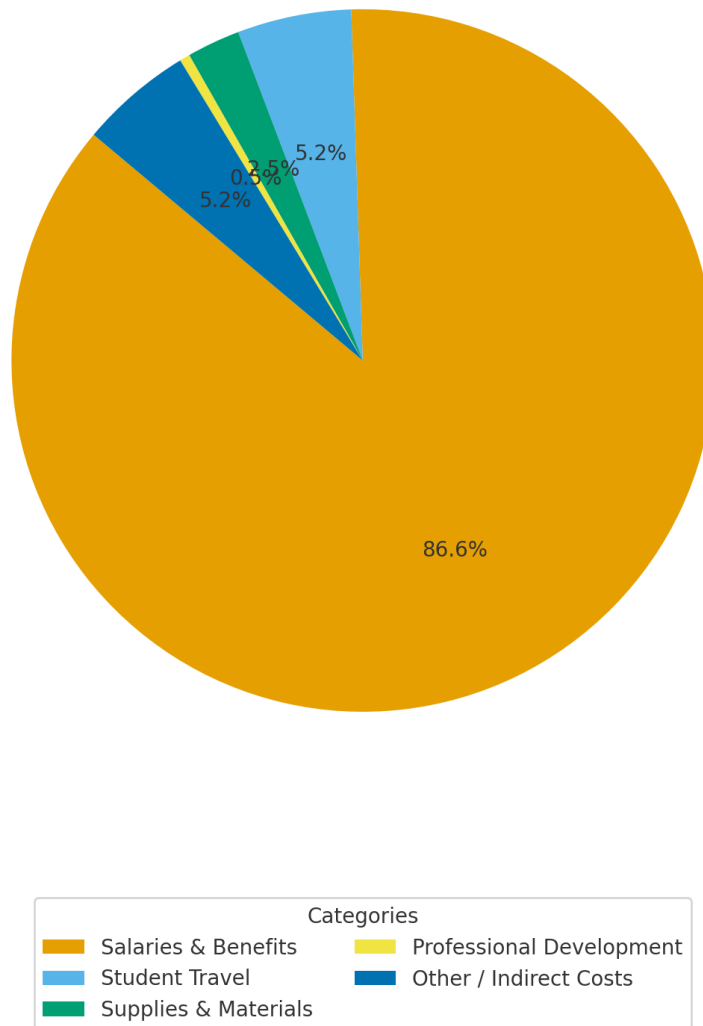
The financial objective is, through the use of public-school funds, to ensure that Ruidoso Municipal Schools provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public schools.

FINANCIAL REPORT

2024-2025 Expenditure Report by fund:

Funding Source	Account Number	Account Description	YTD
Impact Aide IED	25147.2100.51100.0000.036000.0000.0000.0000	SALARIES EXPENSE	\$9,989.73
Impact Aide IED	25147.2100.52111.0000.036000.0000.0000.0000	EDUCATIONAL RETIREMENT	\$1,813.08
Impact Aide IED	25147.2100.52112.0000.036000.0000.0000.0000	ERA RETIREE HEALTH	\$199.78
Impact Aide IED	25147.2100.52210.0000.036000.0000.0000.0000	FICA PAYMENTS	\$619.34
Impact Aide IED	25147.2100.52220.0000.036000.0000.0000.0000	MEDICARE PAYMENTS	\$144.82
Impact Aide IED	25147.2100.52312.0000.036000.0000.0000.0000	LIFE	\$33.71
Impact Aide IED	25147.2100.52720.0000.036000.0000.0000.0000	WORKERS COMPENSATION EMPLOYER'S FEE	\$4.37
Impact Aide IED Total			\$12,804.83
IED Formula Grant	25184.1000.56118.0000.036000.0000.0000.0000	GENERAL SUPPLIES & MATERIALS	\$103.86
IED Formula Grant	25184.1000.56119.0000.036000.0000.0000.0000	SUPPLY ASSETS (\$5,000 OR LESS)	\$4,554.00
IED Formula Grant	25184.2100.51100.0000.036000.0000.0000.0000	SALARIES EXPENSE	\$74,503.55
IED Formula Grant	25184.2100.52111.0000.036000.0000.0000.0000	EDUCATIONAL RETIREMENT	\$13,522.50
IED Formula Grant	25184.2100.52112.0000.036000.0000.0000.0000	ERA RETIREE HEALTH	\$1,489.92
IED Formula Grant	25184.2100.52210.0000.036000.0000.0000.0000	FICA PAYMENTS	\$4,614.57
IED Formula Grant	25184.2100.52220.0000.036000.0000.0000.0000	MEDICARE PAYMENTS	\$1,079.35
IED Formula Grant	25184.2100.52312.0000.036000.0000.0000.0000	LIFE	\$211.09
IED Formula Grant	25184.2100.52313.0000.036000.0000.0000.0000	DENTAL	\$135.12
IED Formula Grant	25184.2100.52314.0000.036000.0000.0000.0000	VISION	\$62.16
IED Formula Grant	25184.2100.52720.0000.036000.0000.0000.0000	WORKERS COMPENSATION EMPLOYER'S FEE	\$27.83
IED Formula Grant	25184.2300.53713.0000.036000.0000.0000.0000	INDIRECT COST	\$4,193.00
IED Formula Grant Total			\$104,496.95
IED Act HB2 2023	27901.1000.53711.0000.036000.0000.0000.0000	OTHER CHARGES	\$7,200.00
IED Act HB2 2023	27901.1000.55817.0000.036000.0000.0000.0000	STUDENT TRAVEL	\$11,516.57
IED Act HB2 2023	27901.1000.56118.0000.036000.0000.0000.0000	GENERAL SUPPLIES & MATERIALS	\$724.67
IED Act HB2 2023	27901.2100.51100.0000.036000.0000.0000.0000	SALARIES EXPENSE	\$62,979.46
IED Act HB2 2023	27901.2100.52111.0000.036000.0000.0000.0000	EDUCATIONAL RETIREMENT	\$11,430.76
IED Act HB2 2023	27901.2100.52112.0000.036000.0000.0000.0000	ERA RETIREE HEALTH	\$1,259.72
IED Act HB2 2023	27901.2100.52210.0000.036000.0000.0000.0000	FICA PAYMENTS	\$3,893.20
IED Act HB2 2023	27901.2100.52220.0000.036000.0000.0000.0000	MEDICARE PAYMENTS	\$910.45
IED Act HB2 2023	27901.2100.52312.0000.036000.0000.0000.0000	LIFE	\$112.06
IED Act HB2 2023	27901.2100.52313.0000.036000.0000.0000.0000	DENTAL	\$405.84
IED Act HB2 2023	27901.2100.52314.0000.036000.0000.0000.0000	VISION	\$70.24
IED Act HB2 2023	27901.2100.52720.0000.036000.0000.0000.0000	WORKERS COMPENSATION EMPLOYER'S FEE	\$13.80
IED Act HB2 2023	27901.2200.53330.0000.036000.0000.0000.0000	PROFESSIONAL DEVELOPMENT	\$1,039.20
IED Act HB2 2023 Total			\$101,555.97
Grand Total			\$218,857.75

RMSD Native American Student Programs Expenditures 2024-2025



CONCLUSION

The 2024–2025 budget reflects a balanced investment in staffing, academic supports, cultural enrichment, and student opportunities identified through the district’s comprehensive needs assessment and ongoing stakeholder consultation. Each spring, Ruidoso Municipal Schools (RMSD) distributes a budget input survey to parents, students, staff, and community members to gather feedback on program priorities. In addition, the Native American Parent Committee reviews the prior year’s outcomes and provides targeted recommendations to guide spending aligned with the identified goals and Indian Education Act priorities for the upcoming school year.

In the most recent needs assessment, RMSD identified the following key priorities:

1. Increased access to culturally responsive student support staff to strengthen relationships,

improve attendance, and provide direct services to Native American students and families.

2. Expansion of culturally relevant learning opportunities, including Apache language instruction and Native student participation in academic and cultural enrichment events.
3. Professional development for staff to build capacity in culturally responsive and trauma-informed practices.

As a result, the district's budget allocations directly align to these needs:

- Impact Aid IED (25147) funds were primarily used to cover salaries and benefits for the 0.5 FTE High School Native American Liaison, ensuring dedicated secondary-level support for Native American students.
- IED Formula Grant (25184) provided the largest allocation, supporting 3.0 FTE Liaisons across multiple campuses. These positions offer daily academic, social-emotional, and cultural support. In addition, the fund covered general supplies and materials for student activities and academic support, and indirect costs necessary to administer the program.
- IED Act HB2 2023 (27901) funded 1.0 FTE Apache Language Teacher and 0.5 FTE Primary School Liaison, expanding the Apache Language program and ensuring consistent family engagement at the elementary level. This fund also supported student travel to cultural and academic events, professional development for staff serving Native American students, and general supplies for classroom and program needs.

In total, \$218,857.75 was invested in Native American student programs in RMSD.

Approximately 86% of funds supported staff salaries and benefits, ensuring direct student service through Liaisons and the Apache Language Teacher. The remaining 14% funded student travel, professional development, materials, and indirect costs—resources that expand access to cultural learning and promote staff readiness to implement culturally responsive and trauma-informed instruction.

This structure demonstrates a clear alignment between RMSD's identified needs and its funding priorities. The combination of stakeholder-driven input, culturally grounded staffing, and student opportunity investments underscores the district's continued commitment to advancing both the academic success and cultural identity of Native American students.

CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES (IPPs)

OBJECTIVE

The objective of Indian policies and procedures (IPP) is to ensure that New Mexico schools provide adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.

IPP SUMMARY

Ruidoso Municipal Schools (RMSD), in partnership with the Mescalero Apache Tribe, commits to ensuring that all Indian children have equal access to district programs, services, and activities. The IPP is developed and reviewed in consultation with the Tribe and Indian parents, and is aligned with Section 7004 of the Impact Aid law.

Key policies include:

- **Policy 1:** RMSD will share all applications, evaluations, program plans, and related documents with the Tribe and Indian parents at least 10 days before meetings to allow for review and recommendations.
- **Policy 2:** RMSD will provide meaningful opportunities for the Tribe and parents of Indian children to submit comments on educational programs. Consultation may occur at Board of Education meetings, through direct communication, or with Native Liaisons. If participation is low, RMSD will adjust communication methods, times, or scheduling to improve engagement.
- **Policy 3:** RMSD will annually assess participation of Indian students in academic and co-curricular programs compared to non-Indian students, share results, and make program modifications if inequities are identified.
- **Policy 4:** IPPs will be reviewed and modified as necessary based on input and assessments, with required approval by both the School Board and the Tribal Council.
- **Policy 5:** RMSD will respond in writing within 30 days to all comments and recommendations from the Tribe or Indian parents and disseminate responses before submission of the Impact Aid application.
- **Policy 6:** A copy of the IPPs will be provided annually to the Mescalero Apache Tribal Offices prior to Impact Aid submission .

The Mescalero Apache Tribe's preferred method of communication is in-person meetings

whenever possible, with electronic mail and facsimile as alternatives. Student-specific issues are handled by school-site Native American Liaisons.

The Indian Policies and Procedures (IPP) must be formally approved each year by both the Ruidoso Municipal Schools Board of Education and the Mescalero Apache Tribal Council. After the document is reviewed in consultation meetings with the Native American Parent Committee, Native American parents, and Tribal Council representatives, the final version is prepared for adoption.

- RMSD reviews the IPP with the Native American Parent committee to review, discuss, and collaborate on the IPP before presenting to the Tribal Council. This occurred over multiple meetings on 1/25/25 & 3/4/25.
- RMSD met with the Tribal Council on 4/7/25 to review, discuss, and collaborate on the IPP.
- The Mescalero Apache Tribal Council President signs the IPP on behalf of the Tribe, confirming that the policies were reviewed and accepted by the Tribal governing body. This occurred on 4/9/25.
- The RMSD Board of Education President and the Superintendent sign the IPP on behalf of the district, confirming that the Board has formally adopted the policies in an open meeting. This occurred on 4/24/25.
- These signatures demonstrate joint agreement and accountability between the school district and the Tribe.
- The signed document is then submitted as part of the district's Impact Aid application, with copies provided to the Tribe and filed with RMSD.

CONCLUSION

The development and annual review of the Indian Policies and Procedures (IPP) reflects the strong continued collaboration between Ruidoso Municipal Schools and the Mescalero Apache Tribe. The district values and carefully considers all input from the Tribe and Native American parents to ensure equitable access and culturally responsive supports for students. While no changes were recommended for this year's IPP, feedback continues to guide adjustments in programs, activities, budgets, and planning. This partnership ensures that the IPP remains a living document, aligned to the shared goal of improving outcomes for Native American students.

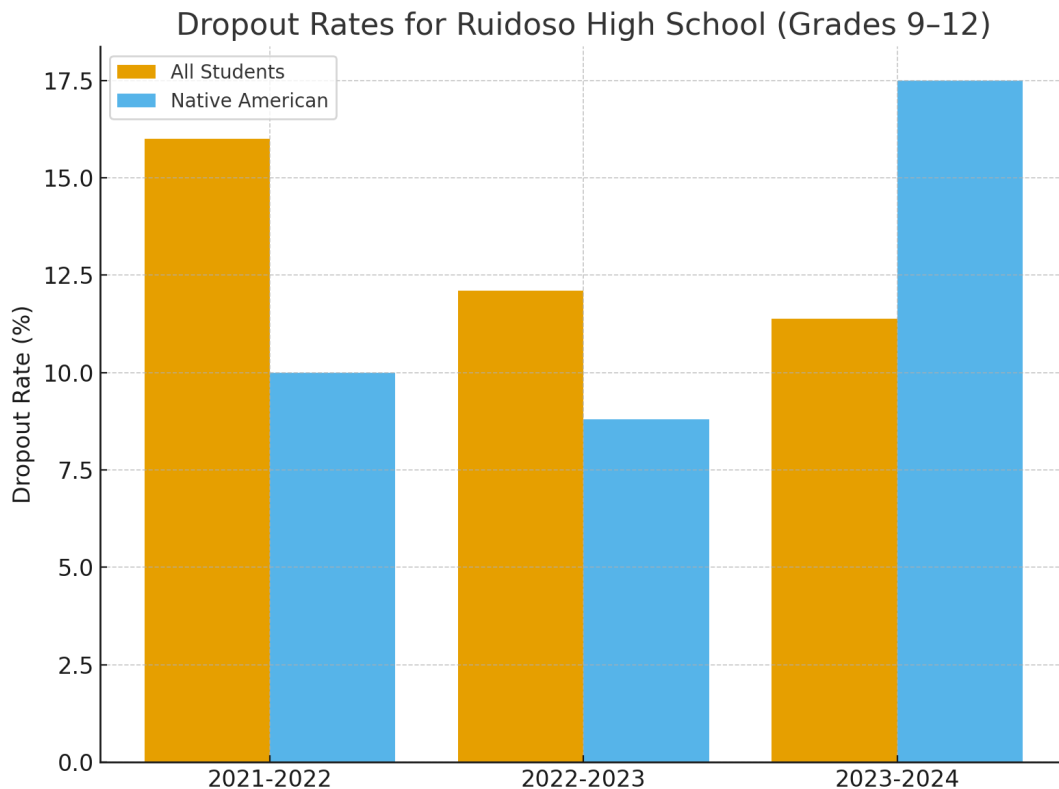
DROPOUT PREVENTION AND ATTENDANCE INCENTIVES

OBJECTIVE

The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of Native American students.

RESULTS

***NMPED has not yet released graduation rate, and therefore dropout rate for the 24-25 cohort.*



Strategies to reduce drop out rate and increase attendance:

- Staffed attendance clerk and Native American Liaison directly supports tribal students by monitoring attendance and grades. The Liaison communicates directly with parents to address barriers, set up attendance meetings, provide support, and if needed implement attendance contracts.
- Frequent contact with parents made to offer available support.
- Nurse present on campus to reduce unnecessary early dismissal.
- Support from school counselors, social workers and/or academic and behavior support specialists housed at every campus.
- Native American Liaison calls and conducts home visits with families about tardies and absences (sends 5-10 day attendance letters) and makes referrals to Tribal Court for truancy, if necessary.
- Weekly attendance drawing to encourage perfect attendance.
- Local field trip for students with Perfect Attendance or High Honor Roll status.
- Credit recovery offered each summer for three weeks for students who are behind in

credits. In summer 2025, Ruidoso High School's Out-of-School Time Credit Recovery Program served 58 students, including 12 Native American students (8 in 9th grade, 3 in 10th grade, and 1 in 11th grade). The program provided targeted opportunities for students to recover missing credits and stay on track for graduation. Credit progress is monitored monthly through the RHS Counseling Office, with each student meeting at least once per year—and more frequently if at risk of credit loss or delayed graduation—with the school counselor or Dean of Students. Each April, students who are behind in credits are identified and invited to participate in the credit recovery program, which begins with a parent meeting to establish individual support plans. As a result, 96% of participating students successfully recovered all missing credits, returning to on-track status for graduation.

CONCLUSION

The drop-out rate for all students enrolled in the RMSD is below the national drop-out rate average. The dropout data for Ruidoso High School shows an overall downward trend for all students, with rates improving from 16% in 2021–22 to 11.39% in 2023–24. However, the pattern for Native American students is more uneven. Their dropout rate decreased from 10% in 2021–22 to 8.8% in 2022–23, which was a positive step, but then rose significantly to 17.5% in 2023–24.

This spike highlights an area of concern, as the Native American dropout rate now exceeds the overall student rate. The increase suggests that additional, targeted supports may be needed to address barriers specific to Native American students, including academic interventions, social-emotional supports, and sustained collaboration with families and the Tribal community to ensure consistent engagement and success.

RMSD will continue to implement the methods identified to decrease the number of student drop-outs and increase attendance.

PUBLIC SCHOOL USE OF VARIABLE CALENDARS

OBJECTIVE

The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their Native American students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

SCHOOL CALENDAR

RMSD does not have a variable school calendar. The schools provide school calendars that address the needs of our school community.

- A calendar committee, including parents and community members, is advertised and created to gather stakeholder input.
- Draft copies of school calendars are often provided a year ahead of the current calendar.
- Lists of students and sponsors provided to school officials in order to prepare materials for students when they are absent for ceremonies or feast days.
- Cultural absences designated in PowerSchool as an excused absence.
- During the season of observances, the district does excuse absences for cultural observances for the participant as well as students attending the ceremony as verified and documented with the Native American Liaison.

CONCLUSION

RMSD has consistent communications with the Tribal governments to ensure, in part, the school calendars address the needs of all members of the school community including supporting Native American students to develop and honor their cultural traditions. RMSD will continue to update its district calendar and attendance policy to acknowledge and address traditional and cultural days.

TRIBAL CONSULTATION

OBJECTIVE

The district consultations ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for Native American students.

TRIBAL CONSULTATION PROCESS

The district establishes a Native American Parent committee that meets four times per year. The committee includes parents, Native American Liaisons, the Director of Learning & Student Services, and school administrators (as needed). The committee reviews district programs, policies, and goals, and provides input on academic, attendance, social-emotional, and cultural priorities for Native American students. Their recommendations are shared during tribal consultation with the Mescalero Apache Tribal Council, ensuring that parent voices directly inform district planning and decision-making.

- For the 2024-2025 school year the committee met on the following dates:
11/13/24, 1/25/25, 3/4/25, 4/15/25

The district also hosts two Native American Parent meetings (Fall & Spring) to share important updates related to student academic progress, cultural events, resources, and other relevant topics. Parents, school administrators, directors, school board members, Native American Liaisons, and the Superintendent attend these meetings. Parents also have the opportunity to share, ask questions, express concerns, and provide feedback that is used when developing plans to improve students educational experience and outcomes. This information is also shared during Native American Parent Committee Meetings and Tribal Consultation.

- For the 2024-2025 school year the parent meeting dates were: 10/1/24 & 3/25/25

Ruidoso Municipal School District meets with the Tribal leaders two times per year to provide district updates, discuss goals, review and collaborate on the IPP and by-laws, consultation of federal grants, and other school programs.

- On 10/21/24 Ruidoso Municipal Schools (Director of Learning & Student Services) and our Native American Liaisons met with the Mescalero Apache Tribal Council to discuss district academic and cultural goals, priorities, activities, and budget for the school year. We collaborated to identify areas of strengths, and areas we would like to see improved. These topics were presented at the following Native American Parent Committee to create an action plan with the intention to report progress at the spring tribal consultation meeting.
- During tribal consultation on 4/7/25 the following was discussed:
- The district (Superintendent and Director of Learning & Student Services) and Tribal Council reviewed the Indian Policies and Procedures (IPP) and discussed programs, services, data, budgets, and available resources. Topics included how Native American students' academic, cultural, and linguistic needs are identified and supported through parent-teacher conferences, Professional Learning Communities (PLCs), and the work of

Native American Liaisons. Parental engagement opportunities such as the Native American Parent Committee, family nights, parent surveys, and school-based engagement activities were highlighted.

- The district outlined services available to Native American students, including school counselors, social workers, behavior support specialists, the Student Based Health Center, Student Assistance Teams, and Apache Language instruction. Federal and state grant programs were also reviewed in detail:
 - Title I–V and VII: Funding for counselors, social workers, teachers, professional development, college and career pathways, summer learning, and cultural activities.
 - Title VI & VII (Impact Aid): Funding for Native American Liaison salaries, student supplies, cultural events, and parent engagement.
 - Grant opportunities: Plans to apply for the Native American Language & Cultural Grant to strengthen language preservation.
- The Tribal Council and district also discussed awarding the Bilingual Seal of Bilingualism-Biliteracy in Apache Language, exploring how testing criteria could be developed to allow Native American students to earn the Seal on their diplomas.
- Key Priorities and Concerns Raised:
 - Ensuring equitable access to academic and cultural supports for Native American students.
 - Strengthening parent and community engagement through consistent meetings, surveys, and input opportunities.
 - Sustaining funding for Native American Liaisons across campuses to support student success.
 - Expanding Apache Language instruction and developing a pathway for the Bilingual Seal.
 - Increasing opportunities for cultural activities and events tied to student engagement and identity.
- The Council provided positive feedback, expressed support for the district’s programs, and approved the Tribal Consultation unanimously.

CONCLUSION

Collaboration between Tribal leaders and the Ruidoso Municipal School District continues to be effective in ensuring that parents and families of Native American students are encouraged to participate in school-site Parent Advisory Councils (PACs) as well as the Native American Parent Committee. Tribal input gathered through these partnerships directly influences district planning by guiding adjustments to programs, activities, budgets, and policies that affect Native American students. Moving forward, the district will maintain its commitment to working closely with Tribal leaders to expand educational opportunities, including hosting four Native American Parent Committee meetings, two Tribal Council meetings, two Parent Information Meetings at the Inn of the Mountain Gods, and one Native American Family Evening each year, ensuring ongoing collaboration and shared decision-making that benefits students and families.

**INDIGENOUS RESEARCH AND EVALUATION MEASURES
FOR EFFECTIVE CURRICULA FOR AMERICAN INDIAN AND
ALASKA NATIVE STUDENTS**

OBJECTIVE

The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes.

RESULTS

Ruidoso Municipal Schools uses multiple research, assessment, and evaluation methods to determine the effectiveness of curriculum and instructional resources. Student progress is monitored through state and district assessments, diagnostic tools, and collaborative data reviews in professional learning communities (PLCs). During PLC meetings, teachers also discuss adaptations to their teaching methods and curriculum materials that are necessary to support the learning needs of Native American students.

The district follows the NMPED textbook adoption process, which requires the use of materials that are culturally and linguistically relevant. RMSD's Curriculum Adoption Committee—composed of teachers, parents, district leaders, and community members—reviews potential programs and will not adopt any curriculum that does not meet cultural and linguistic relevance standards. The committee's evaluation rubric specifically includes a question addressing the effectiveness of materials with Native American students. Teachers are also supported with the NMPED Indigenous Instructional Scope 2.0, which provides guidance for integrating indigenous perspectives, culture, and language into instruction.

In addition, the district has partnered, and will continue to partner, with the Language Division of the Mescalero Apache Tribe to create and implement curriculum for the Apache Language course offered at both the middle and high school levels. This collaboration ensures that the curriculum reflects authentic cultural knowledge, promotes language preservation, and provides students with meaningful opportunities to learn and engage with their heritage.

Together, these practices ensure that curriculum adoption, classroom instruction, and culturally specific programming are aligned with state standards while honoring the traditions, language, and learning needs of Native American students.

Extend to Excite!

CULTURE DEEP DIVE

**RESEARCH HOW DIVERSE
CULTURES EXPLORE SIMILAR
THEMES**

**USE THE TEXT AS A SPRINGBOARD
FOR OUTDOOR LESSONS**

**GO ACROSS THE CURRICULUM
WITH AUTHOR/ARTIST
BIOGRAPHIES AND STORY
ELEMENTS**

MAKE LOCAL CONNECTIONS

**RESEARCH AND PLAN FOR YOUR
CLOSE READ ALOUD**

**SUPER
SCOPE
RESOURCE**



Today's Titles

Morning on the Lake by
Jan Bourdeau Waboose

The Unbreakable Code
by Sara Hoagland Hunter

Fry Bread by Kevin Noble
Maillard

Buffalo Woman by Paul
Goble

We Are Water Protectors
by Michaela Goade

Finding My Dance by
Ria Thundercloud

**How the Stars Fell into
the Sky: A Navajo
Legend** by Jerrie
Oughton

Stolen Words by
Gabrielle Grimard

My Powerful Hair by
Carole Lindstrom

Powwow Day by Traci
Sorell

*Close Read Aloud
Organizer*



**Bringing Native
Narratives to Life**
exploring Children's Literature
with NMIIS Tenent III
Sara Ames Brown



CONCLUSION

Ruidoso Municipal Schools remains committed to ensuring that all curriculum and instructional practices are both academically rigorous and culturally responsive for Native American students. The district will continue to evaluate curricula using state assessments, local data, and input from teachers, parents, and Tribal partners, with particular attention to cultural and linguistic relevance. Moving forward, RMSD plans to incorporate training for all staff on the NMPED Indigenous Instructional Scope 2.0 during professional learning communities (PLCs), ensuring teachers are equipped to integrate indigenous perspectives into daily instruction. Through ongoing evaluation and professional learning, the district will sustain its focus on equity, cultural preservation, and academic excellence for all students.

ACCESS TO NATIVE LANGUAGE PROGRAMS

OBJECTIVE

It is imperative that native language and bilingual programs are part of a schools' development plan.

LANGUAGE PROGRAMS

In December 2023, Ruidoso Municipal Schools received approval from the Mescalero Apache Tribe to offer Apache Language as an accredited course that meets graduation requirements. The district hired one full time Apache Language teacher, Vivian Allard, for the 24-25 school year with tribal representation on the interview committee from the Mescalero Apache Language and Culture Division. Mrs. Allard holds a Level I PreK-12 Native Language and Culture NMPED teaching license. Ruidoso High School offered 2 sections of Apache I, Ruidoso Middle School offered 1 section of Apache I, and the teacher worked with White Mountain Elementary and Sierra Vista Primary Indian Clubs to teach the language weekly at all four schools in the 24-25 school year.

2024-2025 Course Enrollment Data:

Ruidoso High School

Apache I- 22 students total (2 sections offered)

Ruidoso Middle School

Apache I- 11 students total (1 section offered)

Mrs. Allard, in collaboration with Lola Ahidley, the Program Director for the Mescalero Apache Tribe Language and Culture Division developed the curriculum for the Apache Language courses. These include the use of the approved Mescalero Apache Dictionaries and alignment with the NMPED Indigenous Instructional Scope 2.0. Mrs. Allard with support from Mrs. Ahidley and Ruidoso High School administration administers unit assessments throughout the year and progress monitored to determine curriculum effectiveness based on student proficiency results. Adjustments were made as needed based on thorough data review and analysis during professional learning communities (PLCs).

Mrs. Allard attended multiple professional development trainings and conferences including La Cosecha, the Indigenous Language Institute, and the Bilingual Education/American Indian Education Conference.

For the 2024-2025 school year, 0 students received their Bilingual seal in Apache Language as we are still in the process of exploring how testing criteria could be developed to allow Native American students to earn the Seal on their diplomas with approval from the Mescalero Apache Tribe.

Looking Ahead-

2025-2026 Course Enrollment Data:

Ruidoso High School

Apache I- 6 students total (1 section offered)
Apache II-20 students total (1 section offered, must have completed Apache I in 24-25)

Ruidoso Middle School
Apache I- 13 students total (1 section offered)

CONCLUSION

The introduction of Apache Language as an accredited, graduation-required course represents a historic milestone for Ruidoso Municipal Schools and the Mescalero Apache Tribe. In the 2024–2025 school year, enrollment included 22 high school students (two sections of Apache I) and 11 middle school students (one section of Apache I), with weekly instruction also provided to Indian Clubs at White Mountain Elementary and Sierra Vista Primary. While no students earned the Bilingual Seal in Apache during the inaugural year, significant progress was made in curriculum development, teacher training, and alignment with the NMPED Indigenous Instructional Scope 2.0, ensuring long-term program strength and sustainability.

Looking ahead, enrollment shifts in 2025–2026 reflect a healthy progression: high school students are advancing into Apache II (20 students enrolled) while a smaller cohort of 6 students remain in Apache I, demonstrating the program’s ability to retain learners and build continuity. Middle school enrollment has also grown modestly to 13 students, signaling increasing interest and the importance of offering language learning opportunities early. As part of ongoing tribal consultation, RMSD and the Mescalero Apache Tribe are working together to finalize criteria for awarding the Bilingual Seal in Apache, with the shared goal of enabling students to earn this recognition by the time of graduation this year.

This collaborative effort ensures that Apache Language programs serve not only as an academic offering, but as a vital step in cultural preservation, identity affirmation, and recognition of student achievement.

APPENDICES

Link to Tribal Consultation: [PDF 25-26 Affirmation of Tribal Consultation for Local Education Agencies-RMSD with ...](#)

Link to Native American Parent Committee By-Laws:

[PDF RMSD Title VI Parent Committee By-laws with signatures \(REVISED 6-12-25\).pdf](#)

Link to IPP: [PDF 25-26 IPP with all signatures.pdf](#)



RHS INDIAN CLUB

INVITES YOU TO PARTICIPATE IN:

Native American Cultural Week

Nov. 18-22, 2024

Monday 11/18 - Wear your favorite Jewelry
or Wear Red

Tuesday 11/19 - Roc your Mocs or Wear
Orange

Wed. 11/20 - Wear your favorite ribbon
shirt/skirt or Wear Purple

Thursday 11/21 - Wear Native shirt designs or
brands/ Wear Green

Friday 11/22 - Wear traditional regalia! (go
all out day) or wear Blue





RMSD NATIVE AMERICAN STUDENT SUCCESS

-CONTINUED-



RMS INDIAN CLUB

We would like to recognize all the Native American students that participated in Fall

Sports! GO BRAVES!

During the first 9 weeks we had 20 Native American students make the A/B Honor Roll and 4 students make the A Honor Roll.

And we currently have 22 students who have A's & B's and 5 who have all A's. Great job to everyone who participated in sports this fall and who have achieved Honor Roll. IXEHE

Alice Tahnito, RMS Liaison

RHS

UPCOMING EVENTS

12/16/24- RHS Indian Club Holiday party @ K-Bob's

12/18/24- HS Semester Exams

12/19/24- HS Semester Exams

12/23/25- 1/5/25

WINTER BREAK

Students return 1/6.

**MERRY CHRISTMAS
& HAPPY NEW YEAR**

RHS INDIAN CLUB

Happy December! High School students are gearing up for semester exams on December 18th & 19th. Winter sports have commenced! Good luck to all our student athletes, Stay Focused! Indian Club Members along with RHS Princess- Destiny Martinez-Atole, RMS Brave- Azon Garcia & Wee Warrior- Koa Garcia participated in the Festival of lights parade on Dec, 6th.

*** Parents of Seniors, Keep an eye out for our post regarding MAT -Tribal Scholarship!**



Tanis Torres, RHS Liaison

December '24



RMSD NATIVE AMERICAN STUDENT SUCCESS

XA 'ÍILDII' (DECEMBER)
(THE MIDDLE OF WINTER)

Great News! We've expanded our newsletter to include updates from each liaison in the School District! For the month of December, I would like to Highlight our Native American Liaisons. They work closely with Admin and Student Resources to ensure a Successful School year for the students.

Keep up the great work!

CONGRATS!!

*The Newly crowned
Wee Princess
Uralya Cervantes
&
Wee Warrior
Koa Garcia*

Gina Klinekole, SVP Liaison



WME Turquoise Club has been having regular Apache class every Wednesday and Friday, along with occasional visits from the Mescalero Historic preservation Office. A big shout out to them. In October the Turquoise/Apache club took a trip to the Pumpkin Patch in Las Cruces. All the field trips for The Club are attendance and grade based. This is an attempt to keep the students at school as much as possible. On December 20th the club will be taking a trip to Sierra Cinemas, the students selected have shown to have good attendance, good grades and are in good standing with the teachers. The students are: **Arabella White-Peyote, Journey Adams, Mabrey Johnson, Kamari Ramos-Samaniego, Riann Platta, Jensen Torres, Isaiah Klinekole Jr., Dahlia Alvarado, Bryleigh Blake, Briella Romo and Kienzley Shendo.**

Congratulations students and keep up the good work.

I hope everyone has a Merry Christmas & Happy New Year!!

**Thank You,
Mr. Elisha Chino, WME Liaison**

December '24



RHS NATIVE AMERICAN STUDENT SUCCESS

Shú Núúkaa' (November)

(frost fell)

For the month of November, I would like to Highlight our School Based Health Center available to all RMSD. As we Celebrate and honor our culture and traditions, let's also remember the importance of health and wellness. Supporting health and wellness in indigenous communities helps preserve traditions and fosters a brighter future.



UPCOMING EVENTS

- 12/3- Boy's Basketball (Home)
- 12/7- Indian Club in Light Parade
- 12/11- Herff Jones @ RHS to take orders for Varsity Jackets
- 12/13- Girl's Basketball (Home)
- 12/14- Snow-Ball Dance
- 12/18-20- Semester Exams

Go Warriors!



Region IX



School Based Health Center

November '24

Region 9 School Based Health Center is open providing FREE healthcare to all students.

Physical Health: Tuesdays and Thursdays
8am-4pm

Behavioral Health: Monday- Friday 8am-4pm

Location: SBHC Portable at Ruidoso High School, 125 Warrior Drive

Appointments required and may be completed via telemedicine:

Please call 575-630-7974 or 505-750-0141

RHS Native American Pageant:



Representing Ruidoso Municipal Schools at the State Capitol in Santa Fe, NM:



Roasting Mescal in Silver City, NM:

