



**AYP Summary**

TULAROSA MUNICIPAL SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Met

	Total Number	%
Schools rated in district	4	100
Schools in Improvement	2	50
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

**Report Contents**

- Student Demographics
- AYP Summary
- Accountability Indicators by Subgroup
- NAEP Assessment Summary for Grades 4 and 8
- State Assessment Summaries for Grades 3-8, and 11
- School Board Member Participation
- Budgeted Expenditures
- Teacher Quality
- Quality of Education Survey (Parent Survey)

**Definitions and Abbreviations**

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English language learner; assessments include students who exited ELL status the first and second years

FRL: Free or Reduced Lunch; qualifies the student as economically disadvantaged

SWD: Students with disabilities; does not include special education students who are gifted

High Poverty Schools: Schools with the most students eligible for FRL (top 25%)

Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)

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

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary & Secondary Education Act (ESEA) of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2009-2010, but that were derived from the achievement of students in the 2008-2009 school year.

**What do schools have to do in order to meet AYP?**

Schools need to:

- a) Achieve a 95% participation rate on state assessments
- b) Reach targets for proficiency or reduce non-proficiency
- c) Reach targets for attendance in elementary and middle schools and graduation for high schools.

**Who has to meet AYP?**

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

<b>Student Demographics</b>				
	TULAROSA MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	476	48.8	160,866	47.0
Male	500	51.2	169,312	49.5
Caucasian	287	29.4	95,406	27.9
African-American	13	1.3	8,670	2.5
Hispanic	450	46.1	185,147	54.1
Asian/Pacific Islander	5	0.5	4,506	1.3
American Indian	221	22.6	36,449	10.7
English Language Learners	37	3.8	55,866	16.3
Students with Disabilities	92	9.4	45,346	13.3
Free/Reduced Lunch Program	976	100.0	203,946	59.6
Migrant	0	0.0	575	0.2

Source: STARS 40th day submission to Public Education Department.

## Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
TULAROSA ELEMENTARY	Met	Progressing	TULAROSA HIGH	Met	Progressing
TULAROSA INTER	Not Met	SI-2	TULAROSA MIDDLE	Not Met	SI-2

## AYP by Subgroup

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

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	47.3	50.8	<>	49.5	<>	34.7	47.1	<>	0
Districtwide-Grades 6-8	Reading Proficiency	57	52.2	57.1	<>	54.3	<>	39.1	52.2	40.0	23.1
Districtwide-Grade 11	Reading Proficiency	60	70.7	80.8	<>	78.6	<>	42.1	70.7	<>	<>
TULAROSA HIGH	Reading Proficiency	60	70.7	80.8	<>	78.6	<>	42.1	70.7	<>	<>
TULAROSA INTER	Reading Proficiency	59	46.7	50.5	<>	48.9	<>	33.3	46.6	<>	<>
TULAROSA MIDDLE	Reading Proficiency	60	55.5	61.1	<>	58.1	<>	42.9	55.5	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	32.0	37.9	<>	32.7	<>	20.4	31.7	<>	0
Districtwide-Grades 6-8	Math Proficiency	41	26.8	33.3	<>	29.3	<>	13.0	26.8	10.0	7.7
Districtwide-Grade 11	Math Proficiency	46	40.0	38.5	<>	57.1	<>	15.8	40.0	<>	<>
TULAROSA HIGH	Math Proficiency	46	40.0	38.5	<>	57.1	<>	15.8	40.0	<>	<>
TULAROSA INTER	Math Proficiency	47	32.9	39.1	<>	34.3	<>	18.3	32.6	<>	<>
TULAROSA MIDDLE	Math Proficiency	41	21.9	25.0	<>	24.2	<>	14.3	21.9	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	94.0	94.5	96.5	94.1	100	93.1	94.0	96.4	92.1
Districtwide-Grades 6-8	Attendance Rate	92	94.0	94.5	96.5	94.1	<>	93.1	94.0	96.4	92.1
TULAROSA HIGH	Attendance Rate	92	95.1	96.1	97.6	95.1	<>	93.6	95.1	95.2	91.3
TULAROSA INTER	Attendance Rate	92	94.8	94.5	95.2	95.3	91.7	94.1	94.8	96.1	95.7
TULAROSA MIDDLE	Attendance Rate	92	93.9	95.2	96.5	93.6	<>	92.9	93.9	96.4	92.1
All Students	Graduation Rate	52	76.5	80.0	NDA	80.5	<>	65.0	93.8	<>	64.3
TULAROSA HIGH	Graduation Rate	52	76.5	80.0	<>	80.5	<>	65.0	93.8	<>	64.3

## National Assessment of Educational Progress (NAEP) Statewide Results

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

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2009 (reading and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0
8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0	30.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

\* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

\*\*\* Sample size was insufficient to permit a reliable estimate

# Rounds to zero

### NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

\*\* NAEP does not accommodate students with severe disabilities.  
Participation in NAEP is not mandatory.

## Assessment Summary by Grade

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2009. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

3rd Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	45	2	51	26	20	100	46	2	39	56	2	100	46	2	78	17	2			
Male	100	38	0	50	23	26	100	38	2	39	44	13	100	38	7	76	13	2			
Caucasian	100	25	0	68	24	8	100	26	7	46	42	3	100	26	11	88	0	0			
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
Hispanic	100	37	2	45	18	32	100	37	0	40	51	8	100	37	0	70	24	5			
Asian	<>						<>						<>								
Am Ind	100	19	0	31	42	26	100	19	0	26	63	10	100	19	0	78	21	0			
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
FRL	100	83	1	50	25	22	100	84	2	39	51	7	100	84	4	77	15	2			
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	83	1	50	25	22	100	84	2	39	51	7	100	84	4	77	15	2			
All 2007-08	100	76	2	50	23	23	100	76	1	18	67	13	100	76	1	73	25	0			
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0			
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
<> Fewer than 10 students

4th Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	35	0	48	28	22	100	35	0	34	54	11	100	35	0	34	60	5			
Male	100	35	0	20	51	28	100	35	2	14	74	8	100	35	0	28	57	14			
Caucasian	100	20	0	30	45	25	100	20	0	25	55	20	100	20	0	35	45	20			
Black	<>						<>						<>								
Hispanic	100	33	0	36	42	21	100	33	0	27	69	3	100	33	0	36	60	3			
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Am Ind	100	16	0	31	31	37	100	16	0	18	68	12	100	16	0	12	75	12			
ELL	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>			
FRL	100	70	0	34	40	25	100	70	1	24	64	10	100	70	0	31	58	10			
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	70	0	34	40	25	100	70	1	24	64	10	100	70	0	31	58	10			
All 2007-08	98	72	4	31	44	18	100	72	0	22	59	18	98	72	0	30	58	9			
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3			
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
<> Fewer than 10 students

5th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	42	11	42	45	0	100	42	4	23	61	9	100	42	0	38	52	9
Male	100	29	10	44	37	6	100	29	3	20	62	13	100	29	0	48	48	3
Caucasian	100	20	20	30	50	0	100	20	5	25	70	0	100	20	0	65	35	0
Black	<>						<>						<>					
Hispanic	100	37	10	51	32	5	100	37	5	24	59	10	100	37	0	37	54	8
Asian	<>						<>						<>					
Am Ind	100	14	0	42	57	0	100	14	0	14	57	28	100	14	0	21	64	14
ELL	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
FRL	100	70	10	44	42	2	100	70	2	22	62	11	100	70	0	41	51	7
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	71	11	43	42	2	100	71	4	22	61	11	100	71	0	42	50	7
All 2007-08	100	70	11	40	44	4	100	70	4	21	57	17	100	70	1	42	48	7
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

6th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	30	13	46	33	6	100	30	10	36	53	0	100	30	0	33	60	6
Male	100	37	0	32	64	2	100	37	2	24	72	0	100	37	0	21	75	2
Caucasian	100	26	7	42	50	0	100	26	7	34	57	0	100	26	0	30	69	0
Black	<>						<>						<>					
Hispanic	100	30	6	40	46	6	100	30	6	33	60	0	100	30	0	30	63	6
Asian	<>						<>						<>					
Am Ind	100	11	0	27	63	9	100	11	0	9	90	0	100	11	0	9	81	9
ELL	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
FRL	100	67	5	38	50	4	100	67	5	29	64	0	100	67	0	26	68	4
SWD	<>						<>						<>					
Migrant	<>						<>						<>					
All 2008-09	100	67	5	38	50	4	100	67	5	29	64	0	100	67	0	26	68	4
All 2007-08	100	65	4	35	52	7	100	65	9	16	63	10	100	65	1	24	60	13
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	39	10	38	41	10	100	39	5	28	46	20	100	39	2	43	43	10
Male	96	32	0	62	25	9	100	32	9	18	59	12	100	32	0	43	50	6
Caucasian	94	19	5	57	31	0	100	19	10	21	68	0	100	19	0	52	47	0
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	36	5	50	30	13	100	36	5	25	47	22	100	36	2	41	47	8
Asian	<>						<>						<>					
Am Ind	100	15	6	33	46	13	100	15	0	26	46	26	100	15	0	33	46	20
ELL	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
FRL	98	71	5	49	33	9	100	71	7	23	52	16	100	71	1	43	46	8
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	98	71	5	49	33	9	100	71	7	23	52	16	100	71	1	43	46	8
All 2007-08	100	70	4	37	42	15	100	70	1	18	62	17	100	70	0	31	57	11
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	27	3	66	11	18	100	27	0	14	70	14	100	27	0	25	55	18
Male	100	40	5	42	40	12	100	40	0	12	67	20	100	40	0	22	60	17
Caucasian	100	18	5	55	33	5	100	18	0	22	61	16	100	18	0	38	50	11
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Hispanic	100	26	7	53	23	15	100	26	0	15	61	23	100	26	0	23	57	19
Asian	<>						<>						<>					
Am Ind	100	20	0	45	35	20	100	20	0	5	85	10	100	20	0	10	70	20
ELL	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
FRL	100	67	4	52	28	14	100	67	0	13	68	17	100	67	0	23	58	17
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	67	4	52	28	14	100	67	0	13	68	17	100	67	0	23	58	17
All 2007-08	100	83	1	46	44	7	100	83	0	13	61	25	98	83	0	18	67	13
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

11th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	37	10	62	27	0	100	37	2	32	40	24	100	37	2	32	59	5
Male	100	38	7	60	31	0	100	38	5	39	36	18	100	38	2	44	47	5
Caucasian	100	26	7	73	19	0	100	26	0	38	34	26	100	26	0	38	53	7
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	100	28	17	60	21	0	100	28	10	46	28	14	100	28	7	46	46	0
Asian	<>						<>						<>					
Am Ind	100	19	0	42	57	0	100	19	0	15	57	26	100	19	0	26	63	10
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	100	75	9	61	29	0	100	75	4	36	38	21	100	75	2	38	53	5
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	75	9	61	29	0	100	75	4	36	38	21	100	75	2	38	53	5
All 2007-08	100	70	1	45	40	12	98	70	1	17	47	32	100	70	0	37	60	2
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

### Budgeted Expenditures

Includes state general fund operational monies only for 2008-2009

	Expenditure	%
<b>Direct Instruction</b>	<b>4,928,135</b>	<b>57</b>
<b>Instructional Support Services</b>	<b>3,718,435</b>	<b>43</b>
Students	748,906	9
Instruction	311,484	4
General Administration	344,699	4
School Administration	667,728	8
Central Services	261,255	3
Operations & Maintenance	1,118,313	13
Student Transportation	58,859	1
Other	207,191	2
<b>Non-Instructional Support</b>	<b>12,079</b>	<b>&lt;1</b>
Food Services	0	0
Community Services	12,079	<1
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>8,658,649</b>	

Source: Projected expenditures reported to NMPED School Budget Office.

### School Board Participation

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Member	Points
Brenda Yousif	20
Doyle Syling	11
Kim Chavez	14
Mike Mackechnie	7
Samuel Sanchez	14

Source: 2008-09 New Mexico School Board Association Annual Report.

## Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials:    Statewide:    0.00%    District:    0.00%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	0.00%
Low Poverty Schools	1.41%	0.00%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	80	73.8	26.2	0.0
TULAROSA ELEMENTARY	19	78.9	21.1	0.0
TULAROSA HIGH	26	65.4	34.6	0.0
TULAROSA INTER	21	90.5	9.5	0.0
TULAROSA MIDDLE	14	57.1	42.9	0.0

Teacher totals may differ because of district assignments.

NDA = No data available

## Parent Survey on the Quality of Education

The Quality of Education Survey is provided annually to all parents statewide. These 10 questions are required by state regulation:

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

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
Districtwide	14	1	42.8	35.7	14.3	7.1	0	0
Districtwide	14	2	28.6	42.8	0	28.6	0	0
Districtwide	14	3	35.7	50	0	14.3	0	0
Districtwide	14	4	42.8	35.7	7.1	7.1	0	7.1
Districtwide	14	5	28.6	42.8	14.3	7.1	7.1	0
Districtwide	14	6	35.7	42.8	7.1	7.1	7.1	0
Districtwide	14	7	21.4	57.2	14.3	7.1	0	0
Districtwide	14	8	71.4	21.4	0	7.1	0	0
Districtwide	14	9	42.8	35.7	0	7.1	14.3	0
Districtwide	14	10	64.3	28.6	7.1	0	0	0
TULAROSA ELEMENTARY	3	1	100	0	0	0	0	0
TULAROSA ELEMENTARY	3	2	66.7	33.3	0	0	0	0
TULAROSA ELEMENTARY	3	3	100	0	0	0	0	0
TULAROSA ELEMENTARY	3	4	100	0	0	0	0	0
TULAROSA ELEMENTARY	3	5	66.7	0	33.3	0	0	0



	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
TULAROSA ELEMENTARY	3	6	100	0	0	0	0	0
TULAROSA ELEMENTARY	3	7	66.7	33.3	0	0	0	0
TULAROSA ELEMENTARY	3	8	100	0	0	0	0	0
TULAROSA ELEMENTARY	3	9	100	0	0	0	0	0
TULAROSA ELEMENTARY	3	10	100	0	0	0	0	0
TULAROSA HIGH	3	1	33.3	66.7	0	0	0	0
TULAROSA HIGH	3	2	0	0	0	100	0	0
TULAROSA HIGH	3	3	33.3	33.3	0	33.3	0	0
TULAROSA HIGH	3	4	33.3	33.3	33.3	0	0	0
TULAROSA HIGH	3	5	33.3	33.3	33.3	0	0	0
TULAROSA HIGH	3	6	33.3	33.3	0	0	33.3	0
TULAROSA HIGH	3	7	33.3	66.7	0	0	0	0
TULAROSA HIGH	3	8	33.3	66.7	0	0	0	0
TULAROSA HIGH	3	9	33.3	33.3	0	0	33.3	0
TULAROSA HIGH	3	10	0	66.7	33.3	0	0	0
TULAROSA INTER	8	1	25	37.5	25	12.5	0	0
TULAROSA INTER	8	2	25	62.5	0	12.5	0	0
TULAROSA INTER	8	3	12.5	75	0	12.5	0	0
TULAROSA INTER	8	4	25	50	0	12.5	0	12.5
TULAROSA INTER	8	5	12.5	62.5	0	12.5	12.5	0
TULAROSA INTER	8	6	12.5	62.5	12.5	12.5	0	0
TULAROSA INTER	8	7	0	62.5	25	12.5	0	0
TULAROSA INTER	8	8	75	12.5	0	12.5	0	0
TULAROSA INTER	8	9	25	50	0	12.5	12.5	0
TULAROSA INTER	8	10	75	25	0	0	0	0
TULAROSA MIDDLE	***	1						
(blank) = No data available								