



AYP Summary

TUCUMCARI PUBLIC SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Met

	Total Number	%
Schools rated in district	3	100
Schools in Improvement	2	66
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

Report Contents

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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).

Student Demographics				
	TUCUMCARI PUBLIC SCHOOLS		Statewide	
	Number	%	Number	%
Female	510	47.1	160,866	47.0
Male	572	52.9	169,312	49.5
Caucasian	364	33.6	95,406	27.9
African-American	25	2.3	8,670	2.5
Hispanic	668	61.7	185,147	54.1
Asian/Pacific Islander	20	1.8	4,506	1.3
American Indian	5	0.5	36,449	10.7
English Language Learners	55	5.1	55,866	16.3
Students with Disabilities	191	17.7	45,346	13.3
Free/Reduced Lunch Program	1,076	99.4	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
TUCUMCARI ELEMENTARY	Not Met	SI-1	TUCUMCARI HIGH	Not Met	SI-1
TUCUMCARI MIDDLE	Met	Progressing			

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	51.6	56.8	<>	50.0	<>	<>	51.8	42.1	10.0
Districtwide-Grades 6-8	Reading Proficiency	57	52.5	61.4	<>	50.0	<>	<>	53.4	29.2	20.0
Districtwide-Grade 11	Reading Proficiency	60	62.1	75.0	<>	55.3	<>	<>	62.1	<>	8.3
TUCUMCARI ELEMENTARY	Reading Proficiency	63	51.6	56.8	<>	50.0	<>	<>	51.8	<>	<>
TUCUMCARI HIGH	Reading Proficiency	60	62.1	75.0	<>	55.3	<>	<>	62.1	<>	8.3
TUCUMCARI MIDDLE	Reading Proficiency	57	52.5	61.4	<>	50.0	<>	<>	53.4	12.5	<>
Districtwide-Grades 3-5	Math Proficiency	50	36.6	44.4	<>	31.3	<>	<>	36.8	36.8	10.0
Districtwide-Grades 6-8	Math Proficiency	41	39.4	42.1	<>	38.5	<>	<>	39.9	29.2	15.0
Districtwide-Grade 11	Math Proficiency	46	29.3	45.0	<>	21.1	<>	<>	29.3	<>	16.7
TUCUMCARI ELEMENTARY	Math Proficiency	50	36.6	44.4	<>	31.2	<>	<>	36.8	<>	<>
TUCUMCARI HIGH	Math Proficiency	46	29.3	45.0	<>	21.1	<>	<>	29.3	<>	16.7
TUCUMCARI MIDDLE	Math Proficiency	41	39.4	42.1	<>	38.5	<>	<>	39.9	16.7	<>
Districtwide-Grades 3-5	Attendance Rate	92	94.3	94.3	96.4	94.3	89.9	95.1	94.4	98.1	94.2
Districtwide-Grades 6-8	Attendance Rate	92	94.3	94.3	96.4	94.3	89.9	95.1	94.4	98.1	94.2
TUCUMCARI ELEMENTARY	Attendance Rate	92	95.0	95.6	95.1	94.7	94.4	94.2	95.0	95.0	93.8
TUCUMCARI MIDDLE	Attendance Rate	92	94.4	94.3	96.4	94.5	89.9	NDA	94.4	98.1	95.7
All Students	Graduation Rate	52	51.5	62.0	<>	47.4	<>	<>	78.4	<>	23.9
TUCUMCARI HIGH	Graduation Rate	52	53.2	62.0	<>	49.8	<>	<>	78.4	<>	29.0

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
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	44	11	56	27	4	100	44	4	45	47	2	100	44	13	79	6	0	
Male	100	42	11	66	11	9	100	42	7	54	35	2	100	42	16	76	7	0	
Caucasian	100	32	18	53	15	12	100	32	12	34	50	3	100	32	18	71	9	0	
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Hispanic	100	50	8	68	20	4	100	50	2	60	36	2	100	50	14	82	4	0	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>						<>						<>						
ELL	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
FRL	100	85	11	62	20	5	100	85	5	50	41	2	100	85	15	77	7	0	
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	86	11	61	19	6	100	86	5	50	41	2	100	86	15	77	6	0	
All 2007-08	98	93	10	54	29	4	98	93	2	27	64	4	100	94	15	74	9	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	38	5	34	34	26	100	38	2	21	68	7	100	38	2	42	52	2	
Male	100	50	2	28	50	20	100	50	6	20	60	14	100	50	2	48	48	2	
Caucasian	100	27	11	37	40	11	100	27	11	37	40	11	100	27	7	66	25	0	
Black	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
Hispanic	100	53	0	28	45	26	100	53	1	7	77	13	100	53	0	33	62	3	
Asian	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	
FRL	100	88	3	30	43	22	100	88	4	20	63	11	100	88	2	45	50	2	
SWD	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	88	3	30	43	22	100	88	4	20	63	11	100	88	2	45	50	2	
All 2007-08	98	75	8	46	34	9	98	75	2	24	64	8	100	75	1	44	53	1	
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	97	37	10	43	35	8	97	37	5	27	59	5	97	37	0	37	56	2	
Male	97	43	6	34	48	6	95	43	2	23	65	4	95	43	4	34	55	0	
Caucasian	100	22	9	36	50	4	100	22	4	31	59	4	100	22	4	31	63	0	
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Hispanic	96	57	8	38	40	8	94	57	3	21	64	5	94	57	1	36	54	1	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	
FRL	97	80	8	38	42	7	96	80	3	25	62	5	96	80	2	36	56	1	
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	97	80	8	38	42	7	96	80	3	25	62	5	96	80	2	36	56	1	
All 2007-08	100	61	16	37	39	6	100	61	11	32	49	6	100	61	3	42	52	1	
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	24	8	45	41	4	100	24	4	33	58	4	100	24	4	29	62	4	
Male	100	36	5	30	55	8	100	36	11	22	63	2	100	36	0	30	66	2	
Caucasian	100	17	11	29	47	11	100	17	5	17	64	11	100	17	5	29	64	0	
Black	<>						<>						<>						
Hispanic	100	42	4	40	52	2	100	42	9	30	59	0	100	42	0	30	64	4	
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	<>						<>						<>						
ELL	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
FRL	100	59	6	37	49	6	100	59	8	27	61	3	100	59	1	30	64	3	
SWD	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	60	6	36	50	6	100	60	8	26	61	3	100	60	1	30	65	3	
All 2007-08	98	77	6	28	51	11	98	77	9	18	68	2	98	77	7	29	57	3	
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	34	11	41	41	5	100	34	20	23	47	8	100	34	2	35	52	8
Male	100	36	5	44	47	2	100	36	11	27	58	2	100	36	0	41	55	2
Caucasian	100	17	5	41	41	11	100	17	11	29	41	17	100	17	0	47	35	17
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	100	49	8	42	46	2	100	49	14	26	57	2	100	49	0	36	61	2
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Am Ind	<>						<>						<>					
ELL	100	12	0	25	75	0	100	12	0	33	58	8	100	12	0	8	91	0
FRL	100	70	8	42	44	4	100	70	15	25	52	5	100	70	1	38	54	5
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	70	8	42	44	4	100	70	15	25	52	5	100	70	1	38	54	5
All 2007-08	100	68	4	44	36	14	100	68	2	23	61	11	100	68	1	22	58	17
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	25	8	56	28	8	100	25	8	32	60	0	100	25	0	20	60	20
Male	100	43	4	55	32	6	100	43	9	32	53	4	100	43	0	25	62	11
Caucasian	100	23	13	73	8	4	100	23	17	39	39	4	100	23	0	39	52	8
Black	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Hispanic	100	39	2	51	41	5	100	39	5	28	66	0	100	39	0	15	71	12
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
FRL	100	64	6	57	29	6	100	64	9	32	54	3	100	64	0	25	60	14
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	68	5	55	30	7	100	68	8	32	55	2	100	68	0	23	61	14
All 2007-08	100	73	8	69	19	2	100	73	6	34	53	5	98	73	0	20	71	6
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	29	3	75	20	0	100	29	0	24	62	13	100	29	0	13	86	0
Male	96	29	3	41	34	17	100	29	3	31	44	20	100	29	0	34	51	13
Caucasian	95	20	0	75	15	5	100	20	0	45	50	5	100	20	0	40	60	0
Black	<>						<>						<>					
Hispanic	100	38	5	50	34	10	100	38	2	18	55	23	100	38	0	15	73	10
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
FRL	98	58	3	58	27	8	100	58	1	27	53	17	100	58	0	24	68	6
SWD	91	12	0	8	41	41	100	12	0	16	33	50	100	12	0	16	50	33
Migrant	<>						<>						<>					
All 2008-09	98	58	3	58	27	8	100	58	1	27	53	17	100	58	0	24	68	6
All 2007-08	100	55	5	30	43	20	100	55	5	10	50	32	100	55	3	25	60	10
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	%
Direct Instruction	5,243,182	59
Instructional Support Services	3,623,986	41
Students	500,217	6
Instruction	249,889	3
General Administration	365,881	4
School Administration	776,103	9
Central Services	269,320	3
Operations & Maintenance	1,359,000	15
Student Transportation	0	0
Other	103,576	1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	8,867,168	

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
Carlos Romero	7
Christine Dougherty	11
Joe Barnett	7
Marion Payton	10
Marty Garcia	8

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	82	51.2	48.8	0.0
TUCUMCARI ELEMENTARY	41	61.0	39.0	0.0
TUCUMCARI HIGH	24	45.8	54.2	0.0
TUCUMCARI MIDDLE	17	35.3	64.7	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	244	1	23	54.1	9.8	9.8	1.6	1.6
Districtwide	244	2	20.5	43.4	18.9	14.8	2	0.4
Districtwide	244	3	23.8	45.9	11.5	16.8	0.8	1.2
Districtwide	244	4	28.3	38.5	14.3	13.9	1.2	3.7
Districtwide	244	5	25.4	42.6	15.2	10.6	5.7	0.4
Districtwide	244	6	16.8	45.9	16.8	14.8	3.7	2
Districtwide	244	7	19.7	43	18.4	11.5	4.1	3.3
Districtwide	244	8	29.1	38.9	13.9	12.7	3.3	2
Districtwide	244	9	20.9	48.8	13.5	13.5	2	1.2
Districtwide	244	10	32.4	45.1	13.1	7.4	0.4	1.6
TUCUMCARI ELEMENTARY	62	1	38.7	56.5	3.2	1.6	0	0
TUCUMCARI ELEMENTARY	62	2	38.7	46.8	14.5	0	0	0
TUCUMCARI ELEMENTARY	62	3	40.3	48.4	9.7	1.6	0	0
TUCUMCARI ELEMENTARY	62	4	45.2	40.3	9.7	1.6	1.6	1.6
TUCUMCARI ELEMENTARY	62	5	41.9	46.8	9.7	0	1.6	0
TUCUMCARI ELEMENTARY	62	6	27.4	58.1	11.3	1.6	1.6	0
TUCUMCARI ELEMENTARY	62	7	19.4	48.4	22.6	0	4.8	4.8

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
TUCUMCARI ELEMENTARY	62	8	48.4	37.1	9.7	1.6	3.2	0
TUCUMCARI ELEMENTARY	62	9	35.5	53.2	4.8	1.6	3.2	1.6
TUCUMCARI ELEMENTARY	62	10	35.5	48.4	9.7	1.6	0	4.8
TUCUMCARI HIGH	128	1	15.6	47.7	15.6	16.4	3.1	1.6
TUCUMCARI HIGH	128	2	7.8	35.9	25.8	26.6	3.1	0.8
TUCUMCARI HIGH	128	3	10.1	41.4	16.4	28.1	1.6	2.3
TUCUMCARI HIGH	128	4	13.3	36.7	18.8	23.4	1.6	6.2
TUCUMCARI HIGH	128	5	13.3	39.8	19.5	19.5	7	0.8
TUCUMCARI HIGH	128	6	7	36.7	23.4	25	5.5	2.3
TUCUMCARI HIGH	128	7	14.8	40.6	18.8	19.5	3.1	3.1
TUCUMCARI HIGH	128	8	17.2	34.4	21.1	21.1	3.1	3.1
TUCUMCARI HIGH	128	9	11.7	44.5	18	22.6	1.6	1.6
TUCUMCARI HIGH	128	10	26.6	44.5	14.1	13.3	0.8	0.8
TUCUMCARI MIDDLE	54	1	22.2	66.7	3.7	3.7	0	3.7
TUCUMCARI MIDDLE	54	2	29.6	57.4	7.4	3.7	1.9	0
TUCUMCARI MIDDLE	54	3	37	53.7	1.9	7.4	0	0
TUCUMCARI MIDDLE	54	4	44.4	40.7	9.2	5.6	0	0
TUCUMCARI MIDDLE	54	5	35.2	44.4	11.1	1.9	7.4	0
TUCUMCARI MIDDLE	54	6	27.8	53.7	7.4	5.6	1.9	3.7
TUCUMCARI MIDDLE	54	7	31.5	42.6	13	5.6	5.6	1.9
TUCUMCARI MIDDLE	54	8	35.2	51.8	1.9	5.6	3.7	1.9
TUCUMCARI MIDDLE	54	9	25.9	53.7	13	5.6	1.9	0
TUCUMCARI MIDDLE	54	10	42.6	42.6	14.8	0	0	0
(blank) = No data available								