



Adequate Yearly Progress (AYP) Summary

TULAROSA MUNICIPAL SCHOOLS	
AYP Rating Not Met	
Improvement Status Progressing	
Schools rated in the district	4
Schools in Improvement	1
Schools in Corrective Action	1
Schools in Restructuring	0

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

Definitions and Abbreviations

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

Source: PED Assessment and Accountability

What is Adequate Yearly Progress (AYP)?

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

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

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

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

Who has to meet AYP?

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

THIS REPORT INCLUDES:

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

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

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

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

Student Demographics				
	TULAROSA MUNICIPAL SCHOOLS		Statewide	
	N	%	N	%
All Students	955	100	334,324	100
Female	471	49.3	163,140	48.8
Male	484	50.7	171,184	51.2
Caucasian	279	29.2	85,417	25.5
Afr Am	19	2.0	7,026	2.1
Hispanic	454	47.5	200,137	59.9
Asian	3	0.3	4,158	1.2
Am Indian	199	20.8	34,907	10.4
ELL	32	3.4	47,677	14.3
SWD	83	0.1	44,235	0.1
ED	955	100.0	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	0	0.0	0	0.0

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

Adequate Yearly Progress (AYP) for Schools within TULAROSA MUNICIPAL SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Tularosa Elementary	Met	Progressing	Tularosa High	Not Met	Progressing
Tularosa Intermediate	Not Met	CA	Tularosa Middle	Met	SI-2 delay

Source: PED Assessment and Accountability

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

Adequate Yearly Progress (AYP) for Subgroups with TULAROSA MUNICIPAL SCHOOLS

	Academic Indicator	Goal	All Students	Cauc.	Afr Amer	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
		%	%	%	%	%	%	%	%	%	%	%
Tularosa Municipal Schools	Reading Proficiency*	64	49	53	***	51	***	33	49	14	7	***
Tularosa Elementary	Reading Proficiency*	67	56	73	***	48	***	50	56	***	***	***
Tularosa High	Reading Proficiency*	64	53	55	***	59	***	43	53	***	***	***
Tularosa Intermediate	Reading Proficiency*	63	45	53	***	45	***	29	45	***	< 2	***
Tularosa Middle	Reading Proficiency*	64	54	50	***	62	***	38	54	***	***	***
Tularosa Municipal Schools	Reading Participation	64	100	100		100		100	100			***
Tularosa Elementary	Reading Participation	67										
Tularosa High	Reading Participation	64	100						100			***
Tularosa Intermediate	Reading Participation	63	100	100		100		100	100			***
Tularosa Middle	Reading Participation	64	100			100			100			***
Tularosa Municipal Schools	Math Proficiency*	52	35	44	***	36	***	20	35	14	7	***
Tularosa Elementary	Math Proficiency*	57	58	64	***	56	***	50	58	***	***	***
Tularosa High	Math Proficiency*	53	29	45	***	24	***	21	29	***	***	***
Tularosa Intermediate	Math Proficiency*	54	38	43	***	40	***	23	38	***	< 2	***
Tularosa Middle	Math Proficiency*	48	33	44	***	33	***	12	33	***	***	***
Tularosa Municipal Schools	Math Participation	52	100	100		100		100	100			***
Tularosa Elementary	Math Participation	57										
Tularosa High	Math Participation	53	100						100			***
Tularosa Intermediate	Math Participation	54	100	100		100		100	100			***
Tularosa Middle	Math Participation	48	100			100			100			***
Tularosa Municipal Schools	Attendance Rate	92	95	96	97	96	96	93	95	95	95	***
Tularosa Elementary	Attendance Rate	92	90	93	91	92	***	90	92	85	90	***
Tularosa High	Attendance Rate	92	91	96	96	94	***	91	94	97	87	***
Tularosa Intermediate	Attendance Rate	92	93	93	97	93	84	93	93	94	94	***
Tularosa Middle	Attendance Rate	92	91	93	99	92	***	91	92	94	91	***
All Students in Grade 12	Graduation Rate	63	80	80	***	80	***	80	***	88	77	***
Tularosa High	Graduation Rate	63	80	80	***	80	***	80	***	88	77	***

Source: PED Assessment and Accountability

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

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

Proficiencies for Subgroups within TULAROSA MUNICIPAL SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	50	58	***	52	***	30	50	***	0	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	46	50	***	48	***	32	46	***	17	***
District Wide-Grades 11	Reading Proficiency*	64	53	56	***	57	***	43	53	***	***	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	40	50	***	41	***	20	40	***	0	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	32	41	***	33	***	15	32	***	8	***
District Wide-Grades 11	Math Proficiency*	52	29	44	***	23	***	21	29	***	***	***

Source: PED Assessment and Accountability

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

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

Expenditures

	Expenditure (\$)	%
Direct Instruction	4,805,579	64
Instructional Support	2,660,938	35
Students	400,974	5
Instruction	180,041	2
General Administration	249,817	3
School Administration	667,605	8
Central Services	211,138	2
Operations Maintenance	900,051	12
Student Transportation	51,312	<1
Other	0	<1
Non-Instructional Support	0	<1
Food Services	0	<1
Community Services	0	<1
Capital Outlay	0	<1
Total	7,466,516	100

Source: PED Budget Office; general fund operational expenditures only

School Board Training

Board Member	Number of Points*
Brenda Yousif	25
Doyle Syling	13
Kim Chavez	13
Mike Mackechnie	6
Samuel Sanchez	18

Source: New Mexico School Board Association

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

State Assessment Results (district results exclude charter schools)

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

Proficiencies for Subgroups within TULAROSA MUNICIPAL SCHOOLS

3rd Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				Participating (%)	Number Tested	% at Each Proficiency Level					
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step			Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	31	0	52	35	13	0	100	31	0	65	32	3	0	100	31	0	87	13	0	0
Male	100	27	4	67	19	11	0	100	27	4	56	41	0	0	100	27	4	93	4	0	0
Caucasian	100	15	0	80	13	7	0	100	15	7	67	27	0	0	100	15	1	99	0	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	28	4	46	36	14	0	100	28	0	61	36	4	0	100	28	4	82	14	0	0
Asian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Am Indian	100	13	0	54	31	15	0	100	13	0	46	54	0	0	100	13	0	92	8	0	0
ELL	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ED	100	58	2	59	28	12	0	100	58	2	60	36	2	0	100	58	2	90	9	0	0
SWD	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	58	2	59	28	12	0	100	58	2	60	36	2	0	100	58	2	90	9	0	0
ALL2008-09	100	83	1	50	25	22	0	100	84	2	39	51	7	0	100	84	4	77	15	2	0
NM2009-10	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
NM2008-09	99	25,222	9	51	23	14	0	99	25,229	8	45	41	3	0	99	25,214	11	70	16	0	0

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

Proficiencies for Subgroups within TULAROSA MUNICIPAL SCHOOLS

4th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	46	4	52	26	17	0	100	46	7	30	54	9	0	100	46	0	46	52	2	0
Male	100	33	3	36	48	12	0	100	33	0	36	58	6	0	100	33	0	45	52	3	0
Caucasian	100	27	7	56	26	11	0	100	27	7	44	44	4	0	100	27	0	67	30	4	0
Afr Am	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Hispanic	100	35	3	49	40	9	0	100	35	3	29	66	3	0	100	35	0	40	60	0	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	15	0	13	47	40	0	100	15	0	13	60	27	0	100	15	0	13	80	7	0
ELL	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ED	100	79	4	46	35	15	0	100	79	4	33	56	8	0	100	79	0	46	52	3	0
SWD	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
NM2009-10	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
ALL2009-10	100	79	4	46	35	15	0	100	79	4	33	56	8	0	100	79	0	46	52	3	0
NM2008-09	99	25,138	10	41	32	14	0	99	25,140	8	33	50	7	0	99	25,121	1	50	44	3	0
ALL2008-09	100	70	0	34	40	25	0	100	70	1	24	64	10	0	100	70	0	31	58	10	0

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

Proficiencies for Subgroups within TULAROSA MUNICIPAL SCHOOLS

5th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	36	3	44	39	14	0	100	36	0	31	47	22	0	100	36	0	22	69	8	0
Male	100	36	6	33	47	14	0	100	36	0	22	61	17	0	100	36	3	25	58	14	0
Caucasian	100	18	0	33	44	22	0	100	18	0	28	39	33	0	100	18	0	28	56	17	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	35	6	49	37	9	0	100	35	0	34	54	11	0	100	35	0	29	66	6	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	100	18	0	28	56	17	0	100	18	0	6	72	22	0	100	18	0	11	72	17	0
ELL	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ED	100	72	4	39	43	14	0	100	72	0	26	54	19	0	100	72	1	24	64	11	0
SWD	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	72	4	39	43	14	0	100	72	0	26	54	19	0	100	72	1	24	64	11	0
ALL2008-09	100	71	11	43	42	2	0	100	71	4	22	61	11	0	100	71	0	42	50	7	0
NM2009-10	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
NM2008-09	99	24,494	13	44	33	8	0	99	24,495	9	33	46	9	0	99	24,478	6	46	42	5	0

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

Proficiencies for Subgroups within TULAROSA MUNICIPAL SCHOOLS

6th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	38	0	39	53	8	0	100	38	3	32	55	11	0	100	38	0	21	68	11	0
Male	100	28	4	21	68	7	0	100	28	0	36	61	4	0	100	28	0	21	75	4	0
Caucasian	100	20	0	50	45	5	0	100	20	5	30	55	10	0	100	20	0	30	70	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	32	3	25	66	6	0	100	32	0	41	53	6	0	100	32	0	19	75	6	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	14	0	21	64	14	0	100	14	0	21	71	7	0	100	14	0	14	64	21	0
ELL	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ED	100	66	2	32	59	8	0	100	66	2	33	58	8	0	100	66	0	21	71	8	0
SWD	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	66	2	32	59	8	0	100	66	2	33	58	8	0	100	66	0	21	71	8	0
ALL2008-09	100	67	5	38	50	4	0	100	67	5	29	64	0	0	100	67	0	26	68	4	0
NM2009-10	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
NM2008-09	99	24,097	5	38	44	10	0	99	24,101	6	26	54	10	0	99	24,092	2	31	53	11	0

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

Proficiencies for Subgroups within TULAROSA MUNICIPAL SCHOOLS

7th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	29	14	45	41	0	0	100	29	24	24	41	10	0	100	29	14	34	48	3	0
Male	100	35	3	31	63	3	0	100	35	3	26	63	9	0	100	35	0	49	46	6	0
Caucasian	100	22	9	41	45	5	0	100	22	18	36	41	5	0	100	22	9	50	32	9	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	30	10	40	50	0	0	100	30	13	23	50	13	0	100	30	7	40	50	3	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	12	0	25	75	0	0	100	12	0	8	83	8	0	100	12	0	33	67	0	0
ELL	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
ED	100	64	8	38	53	2	0	100	64	12	25	53	9	0	100	64	6	42	47	5	0
SWD	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	64	8	38	53	2	0	100	64	12	25	53	9	0	100	64	6	42	47	5	0
ALL2008-09	98	71	5	49	33	9	1	100	71	7	23	52	16	0	100	71	1	43	46	8	0
NM2009-10	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
NM2008-09	99	23,696	9	43	37	8	0	99	23,697	8	23	52	15	0	99	23,687	2	33	50	12	0

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

Proficiencies for Subgroups within TULAROSA MUNICIPAL SCHOOLS

8th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	38	8	53	32	8	0	100	38	0	24	63	13	0	100	38	0	26	58	16	0
Male	100	33	0	55	33	12	0	100	33	3	21	61	15	0	100	33	0	27	58	15	0
Caucasian	100	16	6	44	50	0	0	100	16	0	31	50	19	0	100	16	0	19	75	6	0
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Hispanic	100	39	3	62	28	8	0	100	39	0	23	67	10	0	100	39	0	28	56	15	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	15	7	40	27	27	0	100	15	0	13	67	20	0	100	15	0	27	47	27	0
ELL	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
ED	100	71	4	54	32	10	0	100	71	1	23	62	14	0	100	71	0	27	58	15	0
SWD	***	8	***	***	***	***	***	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	71	4	54	32	10	0	100	71	1	23	62	14	0	100	71	0	27	58	15	0
ALL2008-09	100	67	4	52	28	14	0	100	67	0	13	68	17	0	100	67	0	23	58	17	0
NM2009-10	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
NM2008-09	99	23,969	8	53	28	8	0	99	23,965	7	35	49	7	0	99	23,959	0	26	57	14	0

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

Proficiencies for Subgroups within TULAROSA MUNICIPAL SCHOOLS

11th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	38	11	55	29	5	0	100	38	3	29	50	18	0	100	38	3	29	63	5	0
Male	100	32	0	38	56	6	0	100	32	0	25	44	31	0	100	32	0	34	62	3	0
Caucasian	100	23	9	48	39	4	0	100	23	0	43	43	13	0	100	23	4	43	52	0	0
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	100	30	7	50	43	0	0	100	30	0	23	53	23	0	100	30	0	30	67	3	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	14	0	43	43	14	0	100	14	7	14	29	50	0	100	14	0	14	71	14	0
ELL	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
ED	100	70	6	47	41	6	0	100	70	1	27	47	24	0	100	70	1	31	63	4	0
SWD	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	70	6	47	41	6	0	100	70	1	27	47	24	0	100	70	1	31	63	4	0
ALL2008-09	100	75	9	61	29	0	0	100	75	4	36	38	21	0	100	75	2	38	53	5	0
NM2009-10	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
NM2008-09	98	20,191	5	45	36	10	1	98	20,181	8	25	37	26	1	97	20,178	1	31	56	7	2

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

Graduation - High School 4-Year Cohort Graduation TULAROSA MUNICIPAL SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549	63
Tularosa Municipal Schools	85	80	46	87	39	72	29	80	***	***	35	80	***	***	21	80	78	81	18	77	10	88
Tularosa High	85	80	46	87	39	72	29	80	***	***	35	80	***	***	21	80	78	81	18	77	10	88

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.

*** Too few students to report

Graduation - High School 5-Year Cohort Graduation TULAROSA MUNICIPAL SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820	68
Tularosa Municipal Schools	87	87	46	90	40	82	29	82	***	***	35	84	***	***	23	95	81	87	19	84	10	>98
Tularosa High	87	87	46	90	40	82	29	82	***	***	35	84	***	***	23	95	81	87	19	84	10	>98

Source: PED Assessment and Accountability. Class of 2008; all students ever enrolled including part time.

*** Too few students to report

Graduation - High School Non-Graduates TULAROSA MUNICIPAL SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Tularosa Municipal Schools	0	0	13	15	0	0	0	0
Tularosa High	0	0	13	15	0	0	0	0

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.

Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year

*** Too few students to report

Teacher Quality, Credentials		
	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers
Statewide	0	0.5
Tularosa Municipal Schools	0	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
Tularosa Elementary	0	0.0
Tularosa High	0	0.0
Tularosa Intermediate	0	0.0
Tularosa Middle	0	0.0

Source: District's 120th day submission to PED

Blanks = No Data Available

Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Statewide	22428	57	42
Tularosa Municipal Schools	80	72	28
Tularosa Elementary	19	79	21
Tularosa High	27	67	33
Tularosa Intermediate	21	86	14
Tularosa Middle	13	54	46

Source: District's 120th day submission to PED

Teacher totals may differ because of district assignments

Quality of Education Survey

Questions:

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

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1	Statewide	40167	34.9	52.0	4.8	1.8	3.6	2.9
2	Statewide	40192	32.7	50.3	8.3	3.2	3.8	1.8
3	Statewide	40172	35.7	50.6	5.6	2.0	3.8	2.3
4	Statewide	40145	36.0	48.7	7.3	2.6	2.2	3.2
5	Statewide	40169	30.5	48.8	6.3	2.6	9.4	2.4
6	Statewide	40215	31.6	50.3	7.3	3.3	5.0	2.6
7	Statewide	40135	26.2	47.7	11.8	3.4	7.2	3.8
8	Statewide	40160	43.1	45.9	5.3	2.0	1.9	1.8
9	Statewide	40079	33.2	50.1	6.4	2.3	5.6	2.5
10	Statewide	40162	37.5	50.6	6.0	1.8	1.6	2.6
1	Tularosa Municipal Schools	4	50.0	50.0	0.0	0.0	0.0	0.0
2	Tularosa Municipal Schools	4	0.0	50.0	25.0	25.0	0.0	0.0
3	Tularosa Municipal Schools	4	75.0	25.0	0.0	0.0	0.0	0.0
4	Tularosa Municipal Schools	4	50.0	50.0	0.0	0.0	0.0	0.0
5	Tularosa Municipal Schools	4	25.0	75.0	0.0	0.0	0.0	0.0
6	Tularosa Municipal Schools	4	0.0	100	0.0	0.0	0.0	0.0
7	Tularosa Municipal Schools	4	25.0	75.0	0.0	0.0	0.0	0.0
8	Tularosa Municipal Schools	4	25.0	75.0	0.0	0.0	0.0	0.0
9	Tularosa Municipal Schools	4	0.0	100	0.0	0.0	0.0	0.0
10	Tularosa Municipal Schools	4	0.0	75.0	0.0	0.0	25.0	0.0
	Tularosa Elementary							
1	Tularosa High	4	50.0	50.0	0.0	0.0	0.0	0.0
2	Tularosa High	4	0.0	50.0	25.0	25.0	0.0	0.0
3	Tularosa High	4	75.0	25.0	0.0	0.0	0.0	0.0
4	Tularosa High	4	50.0	50.0	0.0	0.0	0.0	0.0
5	Tularosa High	4	25.0	75.0	0.0	0.0	0.0	0.0
6	Tularosa High	4	0.0	100	0.0	0.0	0.0	0.0
7	Tularosa High	4	25.0	75.0	0.0	0.0	0.0	0.0
8	Tularosa High	4	25.0	75.0	0.0	0.0	0.0	0.0
9	Tularosa High	4	0.0	100	0.0	0.0	0.0	0.0
10	Tularosa High	4	0.0	75.0	0.0	0.0	25.0	0.0
	Tularosa Intermediate							
	Tularosa Middle							

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

Statewide Results for the National Assessment of Educational Progress (NAEP)

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

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

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

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

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

Basic² is most comparable to Proficient on New Mexico's Standards Based Assessment

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

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

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

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

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