



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

TULAROSA

NO CHILD LEFT BEHIND SUMMARY

TULAROSA

AYP Rating: Meets AYP

Improvement Status: Progressing

	Total Number	Percent
Schools rated in district	4	100
Schools in School Improvement	1	25
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act 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 Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

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 the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2006-2007 STUDENT DEMOGRAPHICS*

	TULAROSA		STATE WIDE	
	Number	Percent	Number	Percent
Female	501	49.6	159155	48.8
Male	510	50.4	167000	51.2
Caucasian	315	31.2	99600	30.5
African-American	17	1.7	8523	2.6
Hispanic	467	46.2	178091	54.6
Asian/Pacific Islander	4	0.4	4246	1.3
American Indian	208	20.6	35679	10.9
English Language Learners	31	3.1	60832	18.7
Students with Disabilities	207	20.5	48634	14.9
Free/Reduced Lunch Program	1011	100.0	193840	59.4
Migrant	0	0.0	796	0.2

*Source: STARS 120th day submission to Public Education Department.

NO CHILD LEFT BEHIND**2007-08 STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
TULAROSA ELEMENTARY	Meets AYP	Progressing	TULAROSA HIGH	Meets AYP	Progressing
TULAROSA INTER	Meets AYP	Progressing	TULAROSA MIDDLE	AYP Not Met	SI-1 delay

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
All Students in Grades 3, 4 & 5	Reading Proficiency	49	48.7	51.9	***	52.7	***	33.3	48.7	***	12.5
All students in Grades 6, 7 & 8	Reading Proficiency	42	34.1	51.6	***	30.7	***	20.9	34.1	18.2	4.6
All Students in Grades 9 & 11	Reading Proficiency	45	57.3	66.7	***	60.0	***	35.5	57.3	***	<1.0
TULAROSA ELEMENTARY	Reading Proficiency	49	***	***	***	***	***	***	***	***	***
TULAROSA HIGH	Reading Proficiency	45	58.3	66.7	***	62.3	***	35.5	58.3	***	14.3
TULAROSA INTER	Reading Proficiency	44	42.3	49.3	***	46.2	***	27.3	42.3	***	19.2
TULAROSA MIDDLE	Reading Proficiency	42	39.5	55.3	***	34.6	***	28.0	39.5	16.7	<1.0
All Students in Grades 3, 4 & 5	Math Proficiency	33	18.9	25.9	***	18.3	***	8.3	18.9	***	6.3
All students in Grades 6, 7 & 8	Math Proficiency	20	13.2	19.4	***	11.8	***	9.3	13.2	4.6	<1.0
All Students in Grades 9 & 11	Math Proficiency	27	35.5	40.0	***	36.7	***	22.6	35.5	***	<1.0
TULAROSA ELEMENTARY	Math Proficiency	33	***	***	***	***	***	***	***	***	***
TULAROSA HIGH	Math Proficiency	27	36.7	40.0	***	39.3	***	22.6	36.7	***	14.3
TULAROSA INTER	Math Proficiency	28	18.2	24.6	***	17.8	***	10.9	18.2	***	11.5
TULAROSA MIDDLE	Math Proficiency	20	13.2	19.2	***	11.5	***	8.0	13.2	5.6	<1.0
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.8	94.4	***	95.5	***	93.5	94.8	***	92.3
All students in Grades 6, 7 & 8	Attendance Rate	92	93.9	94.8	***	93.3	***	93.6	93.9	95.0	93.9
TULAROSA ELEMENTARY	Attendance Rate	92	***	***	***	***	***	***	***	***	***
TULAROSA INTER	Attendance Rate	92	94.7	94.9	***	95.1	***	93.8	94.7	***	93.3
TULAROSA MIDDLE	Attendance Rate	92	93.5	94.2	***	93.2	***	93.1	93.5	94.9	93.1
All Students in Grade 12	Graduation Rate	90	94.3	88.2	***	96.6	***	100.0	94.3	***	66.7
TULAROSA HIGH	Graduation Rate	90	95.5	90.0	***	97.3	***	100.0	95.5	***	81.8

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	43	0	49	33	19	0	100	43	0	26	65	9	0
	Male	100	29	0	41	34	24	0	100	29	0	14	72	14	0
Ethnicity	Caucasian	100	23	0	48	30	22	0	100	23	0	26	65	9	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	31	0	58	29	13	0	100	31	0	23	71	6	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	17	0	18	47	35	0	100	17	0	6	71	24	0
Status	SWD ²	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	ELL ³	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	FRLP	100	72	0	46	33	21	0	100	72	0	21	68	11	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	72	0	46	33	21	0	100	72	0	21	68	11	0
	2005-06	100	73	1	53	26	19	0	99	73	1	21	68	8	0
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	28	7	46	39	7	0	100	28	11	14	57	18	0
	Male	100	41	0	39	51	10	0	100	41	5	15	63	17	0
Ethnicity	Caucasian	100	21	10	43	38	10	0	100	21	10	24	57	10	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	36	0	39	56	6	0	100	36	6	11	69	14	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	11	0	45	36	18	0	100	11	0	9	45	45	0
Status	SWD ²	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	ELL ³	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	FRLP	100	69	3	42	46	9	0	100	69	7	14	61	17	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	69	3	42	46	9	0	100	69	7	14	61	17	0
	2005-06	100	66	3	36	47	14	0	100	66	2	23	55	21	0
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

¹ includes Alaskan Natives ² SWD - Students with Disabilities ³ ELL - English Language Learners

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	34	15	44	29	12	0	100	34	3	18	56	24	0
	Male	100	32	6	50	34	9	0	100	32	0	22	47	31	0
Ethnicity	Caucasian	100	17	12	47	35	6	0	100	17	0	29	53	18	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	36	11	53	28	8	0	100	36	0	19	56	25	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	12	8	33	33	25	0	100	12	8	8	42	42	0
Status	SWD ²	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	ELL ³	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	FRLP	100	66	11	47	32	11	0	100	66	2	20	52	27	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	66	11	47	32	11	0	100	66	2	20	52	27	0
	2005-06	99	69	4	26	52	16	1	99	69	0	12	55	32	1
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	34	6	24	56	15	0	100	34	3	12	59	26	0
	Male	100	42	0	17	60	24	0	100	42	2	14	40	43	0
Ethnicity	Caucasian	100	21	0	43	43	14	0	100	21	5	19	62	14	0
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	100	28	7	11	68	14	0	100	28	4	14	43	39	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	23	0	13	52	35	0	100	23	0	9	43	48	0
Status	SWD ²	100	12	8	8	42	42	0	100	12	8	0	42	50	0
	ELL ³	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	FRLP	100	76	3	20	58	20	0	100	76	3	13	49	36	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	76	3	20	58	20	0	100	76	3	13	49	36	0
	2005-06	100	85	1	18	67	14	0	100	85	0	6	55	39	0
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	97	29	10	45	41	0	3	97	29	0	17	48	31	3
	Male	100	49	0	22	61	16	0	100	49	0	2	57	41	0
Ethnicity	Caucasian	96	26	8	50	31	8	4	96	26	0	8	62	27	4
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	39	3	23	62	13	0	100	39	0	10	46	44	0
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	ELL ³	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	FRLP	99	78	4	31	54	10	1	99	78	0	8	54	37	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	78	4	31	54	10	1	99	78	0	8	54	37	1
	2005-06	100	90	4	40	47	9	0	100	90	4	14	53	28	0
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	47	4	47	45	4	0	100	47	4	17	60	19	0
	Male	100	42	0	36	52	12	0	100	42	0	12	55	33	0
Ethnicity	Caucasian	100	28	4	50	43	4	0	100	28	7	21	46	25	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	42	2	38	55	5	0	100	42	0	12	67	21	0
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	ELL ³	100	11	0	18	55	27	0	100	11	0	0	55	45	0
	FRLP	100	89	2	42	48	8	0	100	89	2	15	57	26	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	89	2	42	48	8	0	100	89	2	15	57	26	0
	2005-06	100	97	2	44	44	9	0	100	97	0	23	51	27	0
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

9TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	47	2	49	26	23	0	100	47	4	30	53	13	0
	Male	100	48	4	46	33	17	0	100	48	4	40	48	8	0
Ethnicity	Caucasian	100	32	0	66	22	13	0	100	32	3	44	41	13	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	41	7	41	32	20	0	100	41	7	34	51	7	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	21	0	29	38	33	0	100	21	0	19	67	14	0
Status	SWD ²	100	11	18	0	27	55	0	100	11	18	0	36	45	0
	ELL ³	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	FRLP	100	95	3	47	29	20	0	100	95	4	35	51	11	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	95	3	47	29	20	0	100	95	4	35	51	11	0
	2005-06	99	84	0	46	24	29	1	100	84	0	20	60	20	0
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	34	9	50	32	9	0	100	34	0	12	62	26	0
	Male	100	32	13	50	31	6	0	100	32	6	31	53	9	0
Ethnicity	Caucasian	100	21	10	52	38	0	0	100	21	5	14	76	5	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	30	13	50	27	10	0	100	30	3	23	53	20	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	100	14	7	43	36	14	0	100	14	0	21	43	36	0
Status	SWD ²	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	ELL ³	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	FRLP	100	66	11	50	32	8	0	100	66	3	21	58	18	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	66	11	50	32	8	0	100	66	3	21	58	18	0
	2005-06	100	71	8	45	37	10	0	100	71	1	25	56	17	0
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

School Board Member Participation*

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

Board Member	Number of Points
Bridge, Jimmy	10
Mackechnie, Mike	21
Syling, Doyle	20
Tucker, Jimmie	19
Yousif, Brenda	23

Source: 2006-07 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	4,463,695	58
Instructional Support Services	3,253,359	42
Students	754,779	23
Instruction	196,602	6
General Administration	289,951	9
School Administration	655,003	20
Central Services	222,308	7
Operations & Maintenance	1,086,597	33
Student Transportation	0	0
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	7,717,053	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 0.00%

Emergency or provisional
Credentials.

Core Classes not taught by
Highly Qualified Teachers.

Percent of Teachers High Poverty Schools

0.72%

7.8%

Percent of Teachers Low Poverty Schools

0.15%

11.0%

	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	88	63.6	36.4	0.0
TULAROSA ELEMENTARY	20	75.0	25.0	0.0
TULAROSA HIGH	28	53.6	46.4	0.0
TULAROSA INTER	24	70.8	29.2	0.0
TULAROSA MIDDLE	16	56.3	43.8	0.0

* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

*** = missing or not available

Parent Survey on the Quality of Education Spring 2007

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- 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 %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0	
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7	
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1	
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1	
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1	
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0	
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4	
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4	
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7	
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1	
DISTRICT WIDE TOTALS	1	10	14	3	2	0	0	34.5	48.3	10.3	6.9	0.0	0.0	
DISTRICT WIDE TOTALS	2	9	13	4	3	0	0	31.0	44.8	13.8	10.3	0.0	0.0	
DISTRICT WIDE TOTALS	3	4	12	7	5	1	0	13.8	41.4	24.1	17.2	3.4	0.0	
DISTRICT WIDE TOTALS	4	7	10	6	6	0	0	24.1	34.5	20.7	20.7	0.0	0.0	
DISTRICT WIDE TOTALS	5	8	7	2	5	7	0	27.6	24.1	6.9	17.2	24.1	0.0	
DISTRICT WIDE TOTALS	6	2	9	8	7	3	0	6.9	31.0	27.6	24.1	10.3	0.0	
DISTRICT WIDE TOTALS	7	2	9	9	8	0	1	6.9	31.0	31.0	27.6	0.0	3.4	
DISTRICT WIDE TOTALS	8	7	12	7	3	0	0	24.1	41.4	24.1	10.3	0.0	0.0	
DISTRICT WIDE TOTALS	9	9	9	2	9	0	0	31.0	31.0	6.9	31.0	0.0	0.0	
DISTRICT WIDE TOTALS	10	11	17	0	1	0	0	37.9	58.6	0.0	3.4	0.0	0.0	
TULAROSA ELEMENTARY	1	3	2	0	1	0	0	50.0	33.3	0.0	16.7	0.0	0.0	
TULAROSA ELEMENTARY	2	3	3	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0	
TULAROSA ELEMENTARY	3	0	4	1	1	0	0	0.0	66.7	16.7	16.7	0.0	0.0	
TULAROSA ELEMENTARY	4	0	4	1	1	0	0	0.0	66.7	16.7	16.7	0.0	0.0	
TULAROSA ELEMENTARY	5	1	0	0	2	3	0	16.7	0.0	0.0	33.3	50.0	0.0	
TULAROSA ELEMENTARY	6	0	3	0	1	2	0	0.0	50.0	0.0	16.7	33.3	0.0	
TULAROSA ELEMENTARY	7	0	2	1	2	0	1	0.0	33.3	16.7	33.3	0.0	16.7	

Parent Survey on the Quality of Education Spring 2007

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- 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 %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion									
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O			
TULAROSA ELEMENTARY	8	1	3	2	0	0	16.7	50.0	33.3	0.0	0.0	0.0			
TULAROSA ELEMENTARY	9	2	1	0	3	0	33.3	16.7	0.0	50.0	0.0	0.0			
TULAROSA ELEMENTARY	10	1	5	0	0	0	16.7	83.3	0.0	0.0	0.0	0.0			
TULAROSA HIGH	1	1	4	1	1	0	14.3	57.1	14.3	14.3	0.0	0.0			
TULAROSA HIGH	2	1	1	2	3	0	14.3	14.3	28.6	42.9	0.0	0.0			
TULAROSA HIGH	3	1	1	4	1	0	14.3	14.3	57.1	14.3	0.0	0.0			
TULAROSA HIGH	4	2	2	1	2	0	28.6	28.6	14.3	28.6	0.0	0.0			
TULAROSA HIGH	5	2	3	0	1	1	28.6	42.9	0.0	14.3	14.3	0.0			
TULAROSA HIGH	6	1	1	4	1	0	14.3	14.3	57.1	14.3	0.0	0.0			
TULAROSA HIGH	7	1	3	2	1	0	14.3	42.9	28.6	14.3	0.0	0.0			
TULAROSA HIGH	8	1	2	3	1	0	14.3	28.6	42.9	14.3	0.0	0.0			
TULAROSA HIGH	9	1	3	2	1	0	14.3	42.9	28.6	14.3	0.0	0.0			
TULAROSA HIGH	10	3	3	0	1	0	42.9	42.9	0.0	14.3	0.0	0.0			
TULAROSA	1	2	4	2	0	0	25.0	50.0	25.0	0.0	0.0	0.0			
TULAROSA	2	4	4	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0			
TULAROSA	3	1	3	2	1	1	12.5	37.5	25.0	12.5	12.5	0.0			
TULAROSA	4	2	3	2	1	0	25.0	37.5	25.0	12.5	0.0	0.0			
TULAROSA	5	2	1	2	2	1	25.0	12.5	25.0	25.0	12.5	0.0			
TULAROSA	6	0	3	2	3	0	0.0	37.5	25.0	37.5	0.0	0.0			
TULAROSA	7	0	2	3	3	0	0.0	25.0	37.5	37.5	0.0	0.0			
TULAROSA	8	3	5	0	0	0	37.5	62.5	0.0	0.0	0.0	0.0			
TULAROSA	9	3	2	0	3	0	37.5	25.0	0.0	37.5	0.0	0.0			
TULAROSA	10	4	4	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0			
TULAROSA MIDDLE	1	4	4	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0			
TULAROSA MIDDLE	2	1	5	2	0	0	12.5	62.5	25.0	0.0	0.0	0.0			
TULAROSA MIDDLE	3	2	4	0	2	0	25.0	50.0	0.0	25.0	0.0	0.0			
TULAROSA MIDDLE	4	3	1	2	2	0	37.5	12.5	25.0	25.0	0.0	0.0			

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
TULAROSA MIDDLE	5	3	3	0	0	2	0	37.5	37.5	0.0	0.0	25.0	0.0	
TULAROSA MIDDLE	6	1	2	2	2	1	0	12.5	25.0	25.0	25.0	12.5	0.0	
TULAROSA MIDDLE	7	1	2	3	2	0	0	12.5	25.0	37.5	25.0	0.0	0.0	
TULAROSA MIDDLE	8	2	2	2	2	0	0	25.0	25.0	25.0	25.0	0.0	0.0	
TULAROSA MIDDLE	9	3	3	0	2	0	0	37.5	37.5	0.0	25.0	0.0	0.0	
TULAROSA MIDDLE	10	3	5	0	0	0	0	37.5	62.5	0.0	0.0	0.0	0.0	

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD- Students with Disabilities.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequate Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%).