



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Rating: **AYP Not Met SI-2**

District NCLB Rating: **AYP Not Met**

	Total Number	Percent
Schools that Met AYP	7	41.2
Schools in School Improvement	7	41.2
Schools in Corrective Action	1	5.9
Schools in Restructuring	1	5.9

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

2005-2006 STUDENT DEMOGRAPHICS*

	Farmington		STATE WIDE	
	Number	Percent	Number	Percent
Female	5006	48.8	159519	48.6
Male	5248	51.2	168526	51.4
Caucasian	4619	45	102066	31.1
African-American	110	1.1	8226	2.5
Hispanic	2362	23	177254	54
Asian/Pacific	74	.7	4136	1.3
American Indian/Alaskan Native	3089	30.1	36453	11.1
SWD	1309	12.8	50048	15.3
ELL	1243	12.1	70172	21.4
FRLP	4897	47.8	171635	52.3
Migrant	0	0	1229	0.4

*Source: ADS 40th day submission to Public Education Department.

School Name	NCLB Determination	Sanction	School Name	NCLB Determination	Sanction
Animas ES	AYP Not Met	None	Apache ES	Meets AYP	Restr. 1 delay
Bluffview ES	AYP Not Met	None	Country Club ES	Meets AYP	None
Esperanza ES	AYP Not Met	SI-1	Farmington HS	AYP Not Met	SI-2
Heights MS	Meets AYP	None	Hermosa MS	AYP Not Met	SI-2
Ladera Del Norte ES	Meets AYP	None	McCormick ES	AYP Not Met	SI-1
McKinley ES	Meets AYP	None	Mesa Verde ES	Meets AYP	None
Mesa View MS	AYP Not Met	SI-2	Northeast ES	Meets AYP	None
Piedra Vista HS	AYP Not Met	SI-2	Rocinante HS	AYP Not Met	CA
Tibbert MS	AYP Not Met	SI-2			

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 less than 10 students and is indicated by ***.

School Name	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE							American Indian/Alaskan Native	FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific					
All Students In Grades 3, 4 & 5	Math Proficiency	28	40.6	54.5	21.4	35.5	64.7	21.2	28.3	16.4	13.9	
All Students In Grades 6, 7 & 8	Math Proficiency	15	25.4	37.6	10.5	19.1	50.0	12.9	13.4	4.5	4.6	
All Students In Grades 9 & 11	Math Proficiency	22	45.9	57.6	***	35.3	***	33.0	31.3	12.5	5.8	
Rocinante HS	Math Proficiency	18	6.1	0.0	***	3.6	***	10.3	5.4	9.5	***	
Animas ES	Math Proficiency	28	29.9	39.7	***	36.4	***	17.4	25.2	11.1	7.4	
Apache ES	Math Proficiency	28	27.4	47.8	***	36.4	***	18.0	20.2	5.2	4.8	
Bluffview ES	Math Proficiency	28	37.1	52.5	***	30.8	***	26.2	33.0	13.3	4.0	
Country Club ES	Math Proficiency	28	61.5	72.1	***	44.0	***	22.7	45.7	***	17.7	
Esperanza ES	Math Proficiency	28	22.0	22.8	***	35.2	***	8.2	18.3	18.6	14.3	
Ladera Del Norte ES	Math Proficiency	28	49.5	53.2	***	40.9	***	36.0	32.6	23.0	21.7	
McCormick ES	Math Proficiency	28	25.8	42.4	***	20.7	***	20.0	25.4	13.4	16.1	
McKinley ES	Math Proficiency	28	56.5	65.5	***	40.0	***	25.0	40.0	***	21.1	
Mesa Verde ES	Math Proficiency	28	60.9	67.8	***	65.2	***	34.8	63.2	50.0	23.8	
Northeast ES	Math Proficiency	28	45.1	63.8	***	38.2	***	29.0	24.5	9.09	26.7	
Farmington HS	Math Proficiency	22	47.4	62.2	***	32.9	***	35.3	32.4	16.9	5.2	
Piedra Vista HS	Math Proficiency	22	48.1	56.5	***	40.4	***	32.7	34.6	8.5	6.2	
Heights MS	Math Proficiency	15	34.8	43.8	***	22.0	***	25.4	20.6	14.2	8.6	
Hermosa MS	Math Proficiency	15	23.1	38.4	***	15.4	***	11.4	10.8	2.9	1.8	
Mesa View MS	Math Proficiency	15	29.0	37.5	***	28.0	***	13.8	17.8	5.8	1.8	
Tibbert MS	Math Proficiency	15	17.9	31.5	***	10.7	***	6.6	9.5	0.0	3.0	
All Students In Grades 3, 4 & 5	Reading Proficiency	45	59.1	71.0	50.0	58.4	82.4	38.7	48.5	29.6	21.3	
All Students In Grades 6, 7 & 8	Reading Proficiency	38	52.3	68.4	36.8	46.0	58.3	34.9	39.4	16.7	13.0	
All Students In Grades 9 & 11	Reading Proficiency	41	59.8	72.7	60.0	51.3	***	42.4	44.6	16.4	14.3	
Rocinante HS	Reading Proficiency	41	25.6	35.7	***	25.0	***	23.1	16.1	14.3	***	
Animas ES	Reading Proficiency	45	57.5	66.2	***	75.8	***	39.1	52.2	27.8	22.2	
Apache ES	Reading Proficiency	45	46.0	65.2	***	54.6	***	38.5	37.2	26.3	4.8	
Bluffview ES	Reading Proficiency	45	56.6	67.2	***	63.5	***	39.3	54.5	33.3	12.0	
Country Club ES	Reading Proficiency	45	72.8	77.9	***	84	***	31.8	56.5	***	17.7	
Esperanza ES	Reading Proficiency	45	42.8	52.6	***	50	***	26.2	38.2	23.3	19.1	
Ladera Del Norte ES	Reading Proficiency	45	66.5	71.8	***	59.1	***	36.0	45.7	38.5	30.4	
McCormick ES	Reading Proficiency	45	43.4	45.5	***	47.1	***	31.4	42.6	32.7	22.6	
McKinley ES	Reading Proficiency	45	77.7	85.0	***	62.9	***	50.0	71.4	***	42.1	
Mesa Verde ES	Reading Proficiency	45	72.1	75.9	***	76.1	***	56.5	75.4	60.0	28.6	
Northeast ES	Reading Proficiency	45	60.0	81.2	***	50.0	***	43.5	44.7	13.6	20.0	
Farmington HS	Reading Proficiency	41	60.2	78.3	***	48	***	41.1	43.8	7.6	13.0	
Piedra Vista HS	Reading Proficiency	41	61.8	68.8	***	54.4	***	49.1	50.9	31.4	18.5	
Heights MS	Reading Proficiency	38	62.0	73.6	***	44.0	***	50.0	49.3	23.8	21.0	
Hermosa MS	Reading Proficiency	38	54.4	71.7	***	51.5	***	36.9	42.7	26.9	3.5	
Mesa View MS	Reading Proficiency	38	52.0	63.0	***	50.4	***	32.8	38.4	11.8	12.5	
Tibbert MS	Reading Proficiency	38	46.7	67.4	***	41.1	***	29.1	35.8	7.8	9.1	
<<<Statewide>>>	Attendance Rate	92	94.7	95.5	95.3	94.6	97.1	92.9	94.3	94.2	93.8	

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 less than 10 students and is indicated by ***.

School Name	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE							American Indian/Alaskan Native	FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific					
--District--	Attendance Rate	92	95.1	95.5	95.7	94.9	96.3	94.6	94.3	94.1	94.4	
All Students In Grades 3, 4 & 5	Attendance Rate	92	94.5	95.0	94.1	94.4	96.2	93.9	93.9	94.1	93.9	
All Students In Grades 6, 7 & 8	Attendance Rate	92	95.8	96.0	97.5	95.6	96.5	95.5	95.2	94.0	95.3	
All Students In Grades 9 & 11	Attendance Rate	92	95.3	95.9	97.2	94.9	96.4	94.8	94.4	94.1	94.4	
Animas ES	Attendance Rate	92	94.1	94.2	***	93.9	***	94.1	93.8	92.4	93.0	
Apache ES	Attendance Rate	92	93.3	94.1	***	92.7	***	93.1	92.8	93.3	91.8	
Bluffview ES	Attendance Rate	92	94.2	93.9	***	94.2	***	94.6	94.0	93.6	93.6	
Country Club ES	Attendance Rate	92	94.7	95.4	***	93	***	92.9	93.2	***	94.2	
Esperanza ES	Attendance Rate	92	94.4	94.8	***	94.7	***	93.8	94.1	94.4	93.6	
Heights MS	Attendance Rate	92	95.7	96.0	***	95.2	***	95.3	94.5	92.4	95.4	
Hermosa MS	Attendance Rate	92	94.6	95.1	97.5	95.1	***	93.6	93.5	92.4	94.1	
Ladera Del Norte ES	Attendance Rate	92	95.2	95.3	***	94.3	***	95.4	94.5	94.1	94.9	
McCormick ES	Attendance Rate	92	94.2	93.7	94.4	95.1	***	92.9	94.1	95.0	95.2	
McKinley ES	Attendance Rate	92	95.2	95.1	***	95.4	***	95.2	94.6	95.1	94.6	
Mesa Verde ES	Attendance Rate	92	95.0	95.4	95.6	94.8	***	93.7	94.7	93.0	94.8	
Mesa View MS	Attendance Rate	92	95.4	95.5	***	95.2	***	95.3	95.2	94.9	94.4	
Northeast ES	Attendance Rate	92	94.7	95.5	***	94.1	***	94.5	93.5	93.8	92.7	
Tibbert MS	Attendance Rate	92	97.2	97.5	***	97.1	***	96.9	96.8	95.5	96.5	
<<<Statewide>>>	Graduation Rate	90	87.0	91.4	88.0	85.3	87.6	79.7	84.4	74.9	81.7	
--Districtwide--	Graduation Rate	90	87.2	91.4	***	92.2	***	76.3	84.3	68.8	79.3	
Piedra Vista Hs	Graduation Rate	90	87.3	89.0	***	92.7	***	78.6	76.2	63.6	86.7	
Farmington Hs	Graduation Rate	90	91.2	94.5	***	95.5	***	82.9	92.1	72.7	78.4	
Rocinante Hs	Graduation Rate	90	64.3	81.8	***	***	***	44.0	75.0	***	***	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the New Mexico Standards Based Assessment (NMSBA), the New Mexico High School Standards Assessment (NMHSSA) and the NM Alternate (NMALT) for Students with Disabilities. These assessment 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 2005-06 school year. The assessments were administered during March 2006. Results for groups of less 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	99	371	7	52	26	12	0	100	371	2	36	55	4	0
	Male	100	393	6	43	34	15	0	99	393	3	41	47	6	0
Ethnicity	Caucasian	100	341	11	55	25	8	0	100	341	6	48	40	4	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	201	3	49	33	13	0	99	201	0	37	54	6	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	99	205	3	33	37	24	0	100	205	0	26	65	6	0	
Status	SWD**	100	88	2	26	28	43	0	100	88	0	17	60	22	0
	ELL*	100	92	3	18	45	32	0	100	92	1	17	66	15	0
	FRLP	99	454	3	41	35	18	0	99	454	1	32	58	7	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	764	7	47	30	14	0	99	764	3	39	51	5	0
	2004-05	99	725	5	50	26	18	2	99	726	5	36	51	7	2
NM State	2005-06	99	24090	6	48	29	15	0	99	24105	4	41	46	7	0
	2004-05	98	23593	5	50	27	16	2	99	23582	4	39	49	7	1

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	99	352	13	49	28	7	0	100	352	7	30	51	9	0
	Male	100	388	7	46	35	9	0	100	387	5	32	52	9	0
Ethnicity	Caucasian	100	337	15	56	22	5	0	100	336	9	42	42	4	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	187	8	44	39	7	0	100	187	5	28	56	9	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	206	3	36	42	16	0	100	206	1	17	63	17	0	
Status	SWD**	100	90	3	20	28	47	0	100	90	2	11	47	38	0
	ELL*	100	89	1	33	49	15	0	100	89	0	14	64	21	0
	FRLP	100	392	5	40	40	13	0	100	392	2	20	60	16	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	740	10	47	32	8	0	100	739	6	31	51	9	0
	2004-05	98	664	11	45	32	10	2	100	665	7	36	45	12	0
NM State	2005-06	99	23816	10	43	34	11	0	99	23833	8	32	48	10	0
	2004-05	98	23970	10	42	35	11	2	99	23966	7	32	50	10	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

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	340	20	43	28	7	0	99	340	5	31	50	12	0
	Male	100	327	13	45	33	7	0	100	327	4	34	49	11	0
Ethnicity	Caucasian	100	308	26	48	19	6	0	99	308	8	45	36	10	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	153	14	49	31	5	0	100	153	1	28	58	10	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	100	196	5	33	48	12	0	100	196	1	17	64	16	0
Status	SWD**	100	99	2	15	41	41	0	100	99	1	13	39	46	0
	ELL*	100	85	4	27	47	21	0	100	85	0	12	63	23	0
	FRLP	100	364	10	40	39	10	0	99	364	1	23	57	16	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	667	17	44	30	7	0	99	667	4	33	49	11	0
	2004-05	99	764	16	43	32	9	1	100	764	3	24	61	12	0
NM State	2005-06	99	24194	14	42	33	9	0	99	24199	6	28	49	15	0
	2004-05	99	24660	16	41	33	10	1	99	24659	4	23	57	15	1

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	99	388	4	43	47	3	0	99	388	1	17	60	20	0
	Male	99	414	4	37	47	10	0	99	414	1	19	55	23	0
Ethnicity	Caucasian	99	352	5	53	35	4	0	99	352	1	28	55	13	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	186	4	38	50	5	1	98	186	1	14	59	24	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	100	253	2	24	60	12	0	100	253	1	7	58	32	0
Status	SWD**	99	118	4	11	47	36	0	99	118	1	5	30	60	1
	ELL*	98	80	0	11	68	18	1	98	80	0	2	45	52	0
	FRLP	99	437	2	31	55	10	0	99	437	1	9	60	28	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	802	4	40	47	7	0	99	802	1	18	57	21	0
	2004-05	98	785	3	31	52	12	2	98	785	1	17	51	29	1
NM State	2005-06	99	24598	4	35	48	10	0	97	24608	4	19	51	22	2
	2004-05	99	25022	4	37	48	10	1	99	25010	4	18	54	24	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

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	100	384	6	55	32	4	0	99	384	1	20	54	22	0
	Male	100	406	3	46	37	11	0	99	405	2	19	51	25	0
Ethnicity	Caucasian	100	355	9	61	23	5	0	99	355	4	29	48	16	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	182	2	46	38	12	0	98	181	0	15	55	27	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	100	240	0	39	50	10	0	99	240	0	8	58	32	0
Status	SWD**	100	97	3	4	41	51	0	97	97	1	3	20	73	2
	ELL*	100	93	0	19	59	21	0	100	92	0	2	46	51	0
	FRLP	100	386	2	42	42	12	0	99	385	0	10	57	30	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	790	5	51	35	8	0	99	789	2	19	53	24	0
	2004-05	99	801	4	40	44	12	1	99	801	2	19	51	28	1
NM State	2005-06	99	25165	5	44	38	10	0	97	25180	3	19	47	26	2
	2004-05	99	25499	7	43	38	11	1	99	25492	2	18	50	29	1

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	98	403	3	57	33	4	1	98	403	3	27	49	17	1
	Male	97	451	1	42	43	9	2	98	452	6	25	51	15	1
Ethnicity	Caucasian	98	366	3	67	23	4	1	98	366	7	37	42	10	1
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	199	1	44	45	8	1	99	199	3	21	54	20	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	95	274	0	30	54	10	4	97	275	3	13	59	21	2
Status	SWD**	92	113	0	14	46	30	7	96	113	0	0	33	61	3
	ELL*	95	102	0	19	59	15	4	97	102	0	7	59	29	2
	FRLP	96	414	0	37	48	10	3	97	415	1	16	57	21	2
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	97	854	2	49	38	7	2	98	855	5	26	50	16	1
	2004-05	99	897	1	46	41	11	1	99	896	3	24	53	20	1
NM State	2005-06	99	25652	3	47	38	10	0	97	25659	4	22	47	23	2
	2004-05	99	25835	3	48	36	11	1	99	25825	4	20	51	24	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

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	99	439	0	55	31	11	0	98	439	5	41	46	5	1
	Male	96	444	0	45	29	20	3	96	443	7	40	37	10	3
Ethnicity	Caucasian	98	404	0	60	26	10	1	97	404	9	48	34	5	2
	African-American	100	14	0	50	21	28	0	100	13	7	15	61	15	0
	Hispanic	97	209	0	45	34	17	2	98	209	4	36	48	8	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	98	251	0	37	35	24	1	97	251	3	33	47	11	2	
Status	SWD**	92	113	0	11	27	52	7	92	113	0	5	48	38	7
	ELL*	96	90	0	17	37	41	3	95	90	1	14	55	24	4
	FRLP	96	358	0	37	36	22	3	96	357	2	30	49	13	3
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	883	0	50	30	16	1	97	882	6	41	41	8	2
	2004-05	97	860	1	43	31	21	4	96	861	5	39	41	11	4
NM State	2005-06	97	28060	1	42	28	25	2	97	28040	5	27	48	16	2
	2004-05	97	27637	2	41	29	25	3	96	27618	5	29	44	18	4

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	98	315	20	54	19	3	1	98	314	6	33	50	8	1
	Male	99	320	9	54	28	7	0	99	320	5	33	43	16	0
Ethnicity	Caucasian	99	327	21	61	14	2	0	99	327	9	43	40	6	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	98	112	7	56	27	7	1	98	112	2	20	58	16	1
Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
American Indian/Alaskan Native	98	187	8	42	38	9	1	98	187	2	23	52	20	1	
Status	SWD**	100	56	1	16	46	35	0	100	56	0	5	32	62	0
	ELL*	100	35	0	20	51	28	0	100	35	0	5	48	45	0
	FRLP	98	186	6	46	34	10	1	98	185	3	21	55	18	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	98	635	14	54	23	5	1	99	634	6	33	47	12	0
	2004-05	98	645	9	51	28	10	2	98	644	8	30	46	14	2
NM State	2005-06	98	20449	12	45	27	12	1	97	20470	6	23	45	21	2
	2004-05	95	20322	12	45	28	11	5	95	20323	7	23	44	21	5

*ELL - English Language Learners

**SWD - Students with Disabilities.

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
King, Janet	10
Conover, Rod	17
Schumacher, Sandy	8
Pecotte, Dean	9
Nelson, Steve	13

Source: 2005-06 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 Budgeted Expenditures

	Expenditure	Percent
Direct Instruction	\$37888298	64
Instructional Support	10319577	17
Administration	1288397	2
Business and Support Services	679932	1
Operations/Maintenance of Plant	7913836	13
Food Services	0	0
Athletics	745372	1
Non-Instructional Student Support	214537	0
Community Services	301591	1
Transportation Services	0	0
Capital Outlay	0	0
Total	\$59351540	99

Source: Preliminary end of year school-reported budgeted expenditures to NM Public Education Department School Budget office as of September 27, 2006 reports.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials:	STATE WIDE 0.68%	DISTRICT 0 %
	Emergency or Provisional Credentials.	Core Classes and Highly Qualified Teachers.
Percent of Teachers High Poverty Schools	0.79%	94.8%
Percent of Teachers Low Poverty Schools	0.72%	87.7%

	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 taught by Highly Qualified Teachers* Spring 2006
STATE WIDE	24102	62.3%	37.7%	90.7%
Farmington District Wide	716	72.5	27.5	93.5
Animas ES	38	81.6	18.4	94.4
Apache ES	39	74.4	25.6	94.2
Bluffview ES	36	52.8	47.2	100
Country Club ES	27	63	37	97.9
Esperanza ES	43	74.4	25.6	99.1
Farmington HS	96	70.8	29.2	96.5
Heights MS	44	77.3	22.7	91.7
Hermosa MS	44	81.8	18.2	92
Ladera Del Norte ES	35	71.4	28.6	90
McCormick ES	34	73.5	26.5	86.4
McKinley ES	36	75	25	98.6
Mesa Verde ES	31	80.6	19.4	96.9
Mesa View MS	40	75	25	87.6
Northeast ES	31	71	29	83.8
Piedra Vista HS	67	70.1	29.9	99.6
Rocinante HS	15	73.3	26.7	92.8
Tibbert MS	40	75	25	78.5

* See explanation of data source on last page.

*** = missing or not available

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

Parent Survey on the Quality of Education

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- Q1. My child is safe at school.
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 - 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.
- * *** indicates no data reported.

= Number % = Percent

SQ# = Question Number

SA Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Farmington District Total	1	69	75	4	***	7	1	44.2	48.1	2.6	***	4.5	.6
Farmington District Total	2	61	77	9	2	7	***	39.1	49.4	5.8	1.3	4.5	***
Farmington District Total	3	84	63	8	2	1	1	52.8	39.6	5	1.3	.6	.6
Farmington District Total	4	102	51	6	1	***	***	63.8	31.9	3.8	.6	***	***
Farmington District Total	5	83	59	4	1	10	***	52.9	37.6	2.5	.6	6.4	***
Farmington District Total	6	74	66	6	3	5	2	47.4	42.3	3.8	1.9	3.2	1.3
Farmington District Total	7	52	68	19	4	10	3	33.3	43.6	12.2	2.6	6.4	1.9
Farmington District Total	8	101	49	3	1	1	1	64.7	31.4	1.9	.6	.6	.6
Farmington District Total	9	75	65	4	5	7	***	48.1	41.7	2.6	3.2	4.5	***
Farmington District Total	10	82	61	13	***	***	***	52.6	39.1	8.3	***	***	***
Piedra Vista HS	1	2	8	2	***	1	***	15.4	61.5	15.4	***	7.7	***
Piedra Vista HS	2	8	5	***	***	***	***	61.5	38.5	***	***	***	***
Piedra Vista HS	3	4	7	5	***	***	***	25	43.8	31.3	***	***	***
Piedra Vista HS	4	5	5	3	***	***	***	38.5	38.5	23.1	***	***	***
Piedra Vista HS	5	6	6	***	1	***	***	46.2	46.2	***	7.7	***	***
Piedra Vista HS	6	2	7	3	1	***	***	15.4	53.8	23.1	7.7	***	***
Piedra Vista HS	7	8	4	***	1	***	***	61.5	30.8	***	7.7	***	***
Piedra Vista HS	8	6	4	3	***	***	***	46.2	30.8	23.1	***	***	***
Piedra Vista HS	9	2	7	2	1	1	***	15.4	53.8	15.4	7.7	7.7	***
Piedra Vista HS	10	4	6	3	***	***	***	30.8	46.2	23.1	***	***	***
Animas ES	1	1	***	***	***	***	***	100	***	***	***	***	***
Animas ES	2	1	***	***	***	***	***	100	***	***	***	***	***
Animas ES	3	1	***	***	***	***	***	100	***	***	***	***	***
Animas ES	4	1	***	***	***	***	***	100	***	***	***	***	***
Animas ES	5	***	1	***	***	***	***	***	100	***	***	***	***
Animas ES	6	***	1	***	***	***	***	***	100	***	***	***	***
Animas ES	7	1	***	***	***	***	***	100	***	***	***	***	***
Animas ES	8	1	***	***	***	***	***	100	***	***	***	***	***
Animas ES	9	***	1	***	***	***	***	***	100	***	***	***	***

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
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	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Animas ES	10	1	***	***	***	***	***	100	***	***	***	***	***
Apache ES	1	37	36	***	***	3	***	48.7	47.4	***	***	3.9	***
Apache ES	2	28	37	6	1	4	***	36.8	48.7	7.9	1.3	5.3	***
Apache ES	3	40	32	1	1	1	1	52.6	42.1	1.3	1.3	1.3	1.3
Apache ES	4	44	31	1	***	***	***	57.9	40.8	1.3	***	***	***
Apache ES	5	45	24	2	***	5	***	59.2	31.6	2.6	***	6.6	***
Apache ES	6	41	31	***	1	2	1	53.9	40.8	***	1.3	2.6	1.3
Apache ES	7	22	40	6	1	6	1	28.9	52.6	7.9	1.3	7.9	1.3
Apache ES	8	51	23	***	1	1	***	67.1	30.3	***	1.3	1.3	***
Apache ES	9	39	33	***	1	3	***	51.3	43.4	***	1.3	3.9	***
Apache ES	10	43	28	5	***	***	***	56.6	36.8	6.6	***	***	***
Bluffview ES	1	3	***	***	***	***	***	100	***	***	***	***	***
Bluffview ES	2	3	***	***	***	***	***	100	***	***	***	***	***
Bluffview ES	3	3	***	***	***	***	***	100	***	***	***	***	***
Bluffview ES	4	3	***	***	***	***	***	100	***	***	***	***	***
Bluffview ES	5	3	***	***	***	***	***	100	***	***	***	***	***
Bluffview ES	6	3	***	***	***	***	***	100	***	***	***	***	***
Bluffview ES	7	1	***	***	***	2	***	33.3	***	***	***	66.7	***
Bluffview ES	8	3	***	***	***	***	***	100	***	***	***	***	***
Bluffview ES	9	3	***	***	***	***	***	100	***	***	***	***	***
Bluffview ES	10	3	***	***	***	***	***	100	***	***	***	***	***
Country Club ES	1	7	8	1	***	***	***	43.8	50	6.3	***	***	***
Country Club ES	2	2	13	***	1	***	***	12.5	81.3	***	6.3	***	***
Country Club ES	3	8	6	1	1	***	***	50	37.5	6.3	6.3	***	***
Country Club ES	4	15	5	***	***	***	***	75	25	***	***	***	***
Country Club ES	5	4	10	1	***	1	***	25	62.5	6.3	***	6.3	***
Country Club ES	6	6	7	1	***	2	***	37.5	43.8	6.3	***	12.5	***
Country Club ES	7	4	3	7	1	***	1	25	18.8	43.8	6.3	***	6.3
Country Club ES	8	8	8	***	***	***	***	50	50	***	***	***	***

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Country Club ES	9	6	9	***	1	***	***	37.5	56.3	***	6.3	***	***
Country Club ES	10	7	8	1	***	***	***	43.8	50	6.3	***	***	***
Esperanza ES	1	1	***	***	***	***	***	100	***	***	***	***	***
Esperanza ES	2	1	***	***	***	***	***	100	***	***	***	***	***
Esperanza ES	3	1	***	***	***	***	***	100	***	***	***	***	***
Esperanza ES	4	1	***	***	***	***	***	100	***	***	***	***	***
Esperanza ES	5	1	***	***	***	***	***	100	***	***	***	***	***
Esperanza ES	6	1	***	***	***	***	***	100	***	***	***	***	***
Esperanza ES	7	1	***	***	***	***	***	100	***	***	***	***	***
Esperanza ES	8	1	***	***	***	***	***	100	***	***	***	***	***
Esperanza ES	9	1	***	***	***	***	***	100	***	***	***	***	***
Esperanza ES	10	1	***	***	***	***	***	100	***	***	***	***	***
Farmington HS	1	***	3	***	***	***	***	***	100	***	***	***	***
Farmington HS	2	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Farmington HS	3	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Farmington HS	4	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Farmington HS	5	3	***	***	***	***	***	100	***	***	***	***	***
Farmington HS	6	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Farmington HS	7	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Farmington HS	8	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Farmington HS	9	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Farmington HS	10	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Framington PreSch	1	***	1	***	***	***	***	***	100	***	***	***	***
Framington PreSch	2	***	1	***	***	***	***	***	100	***	***	***	***
Framington PreSch	3	***	***	1	***	***	***	***	***	100	***	***	***
Framington PreSch	4	***	1	***	***	***	***	***	100	***	***	***	***
Framington PreSch	5	***	***	1	***	***	***	***	***	100	***	***	***
Framington PreSch	6	***	1	***	***	***	***	***	100	***	***	***	***
Framington PreSch	7	***	1	***	***	***	***	***	100	***	***	***	***

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
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	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Framington PreSch	8	1	***	***	***	***	***	100	***	***	***	***	***
Framington PreSch	9	***	1	***	***	***	***	***	100	***	***	***	***
Framington PreSch	10	***	1	***	***	***	***	***	100	***	***	***	***
Hermosa MS	1	***	5	***	***	***	***	***	100	***	***	***	***
Hermosa MS	2	2	2	1	***	***	***	40	40	20	***	***	***
Hermosa MS	3	3	2	***	***	***	***	60	40	***	***	***	***
Hermosa MS	4	4	***	1	***	***	***	80	***	20	***	***	***
Hermosa MS	5	5	***	***	***	***	***	100	***	***	***	***	***
Hermosa MS	6	3	1	1	***	***	***	60	20	20	***	***	***
Hermosa MS	7	4	1	***	***	***	***	80	20	***	***	***	***
Hermosa MS	8	2	3	***	***	***	***	40	60	***	***	***	***
Hermosa MS	9	2	2	1	***	***	***	40	40	20	***	***	***
Hermosa MS	10	2	3	***	***	***	***	40	60	***	***	***	***
Heights MS	1	***	***	***	***	***	***	***	***	***	***	***	***
Heights MS	2	***	***	***	***	***	***	***	***	***	***	***	***
Heights MS	3	***	***	***	***	***	***	***	***	***	***	***	***
Heights MS	4	***	***	***	***	***	***	***	***	***	***	***	***
Heights MS	5	***	***	***	***	***	***	***	***	***	***	***	***
Heights MS	6	***	***	***	***	***	***	***	***	***	***	***	***
Heights MS	7	***	***	***	***	***	***	***	***	***	***	***	***
Heights MS	8	***	***	***	***	***	***	***	***	***	***	***	***
Heights MS	9	***	***	***	***	***	***	***	***	***	***	***	***
Heights MS	10	***	***	***	***	***	***	***	***	***	***	***	***
Ladera Del Norte ES	1	2	***	***	***	***	***	100	***	***	***	***	***
Ladera Del Norte ES	2	***	2	***	***	***	***	***	100	***	***	***	***
Ladera Del Norte ES	3	2	***	***	***	***	***	100	***	***	***	***	***
Ladera Del Norte ES	4	1	1	***	***	***	***	50	50	***	***	***	***
Ladera Del Norte ES	5	1	1	***	***	***	***	50	50	***	***	***	***
Ladera Del Norte ES	6	1	1	***	***	***	***	50	50	***	***	***	***

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	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
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Ladera Del Norte ES	7	***	2	***	***	***	***	***	100	***	***	***	***
Ladera Del Norte ES	8	1	1	***	***	***	***	50	50	***	***	***	***
Ladera Del Norte ES	9	1	1	***	***	***	***	50	50	***	***	***	***
Ladera Del Norte ES	10	1	1	***	***	***	***	50	50	***	***	***	***
McCormick ES	1	16	11	1	***	3	1	50	34.4	3.1	***	9.4	3.1
McCormick ES	2	14	13	2	***	3	***	43.8	40.6	6.3	***	9.4	***
McCormick ES	3	20	12	***	***	***	***	62.5	37.5	***	***	***	***
McCormick ES	4	25	7	***	***	***	***	78.1	21.9	***	***	***	***
McCormick ES	5	13	16	***	***	4	***	39.4	48.5	***	***	12.1	***
McCormick ES	6	15	14	1	***	1	1	46.9	43.8	3.1	***	3.1	3.1
McCormick ES	7	8	15	5	1	2	1	25	46.9	15.6	3.1	6.3	3.1
McCormick ES	8	24	7	***	***	***	1	75	21.9	***	***	***	3.1
McCormick ES	9	18	9	***	2	3	***	56.3	28.1	***	6.3	9.4	***
McCormick ES	10	16	12	4	***	***	***	50	37.5	12.5	***	***	***
McKinley ES	1	***	***	***	***	***	***	***	***	***	***	***	***
McKinley ES	2	***	***	***	***	***	***	***	***	***	***	***	***
McKinley ES	3	***	***	***	***	***	***	***	***	***	***	***	***
McKinley ES	4	***	***	***	***	***	***	***	***	***	***	***	***
McKinley ES	5	***	***	***	***	***	***	***	***	***	***	***	***
McKinley ES	6	***	***	***	***	***	***	***	***	***	***	***	***
McKinley ES	7	***	***	***	***	***	***	***	***	***	***	***	***
McKinley ES	8	***	***	***	***	***	***	***	***	***	***	***	***
McKinley ES	9	***	***	***	***	***	***	***	***	***	***	***	***
McKinley ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Mesa Verde ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Mesa Verde ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Mesa Verde ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Mesa Verde ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Mesa Verde ES	5	***	***	***	***	***	***	***	***	***	***	***	***

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Mesa Verde ES	6	***	***	***	***	***	***	***	***	***	***	***	***
Mesa Verde ES	7	***	***	***	***	***	***	***	***	***	***	***	***
Mesa Verde ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Mesa Verde ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Mesa Verde ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Mesa View MS	1	***	2	***	***	***	***	***	100	***	***	***	***
Mesa View MS	2	1	1	***	***	***	***	50	50	***	***	***	***
Mesa View MS	3	1	1	***	***	***	***	50	50	***	***	***	***
Mesa View MS	4	1	***	1	***	***	***	50	***	50	***	***	***
Mesa View MS	5	1	1	***	***	***	***	50	50	***	***	***	***
Mesa View MS	6	***	2	***	***	***	***	***	100	***	***	***	***
Mesa View MS	7	***	1	1	***	***	***	***	50	50	***	***	***
Mesa View MS	8	***	2	***	***	***	***	***	100	***	***	***	***
Mesa View MS	9	***	1	1	***	***	***	***	50	50	***	***	***
Mesa View MS	10	1	1	***	***	***	***	50	50	***	***	***	***
Northeast ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Northeast ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Northeast ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Northeast ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Northeast ES	5	***	***	***	***	***	***	***	***	***	***	***	***
Northeast ES	6	***	***	***	***	***	***	***	***	***	***	***	***
Northeast ES	7	***	***	***	***	***	***	***	***	***	***	***	***
Northeast ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Northeast ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Northeast ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Rocinante HS	1	***	***	***	***	***	***	***	***	***	***	***	***
Rocinante HS	2	***	***	***	***	***	***	***	***	***	***	***	***
Rocinante HS	3	***	***	***	***	***	***	***	***	***	***	***	***
Rocinante HS	4	***	***	***	***	***	***	***	***	***	***	***	***

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Rocinante HS	5	***	***	***	***	***	***	***	***	***	***	***	***
Rocinante HS	6	***	***	***	***	***	***	***	***	***	***	***	***
Rocinante HS	7	***	***	***	***	***	***	***	***	***	***	***	***
Rocinante HS	8	***	***	***	***	***	***	***	***	***	***	***	***
Rocinante HS	9	***	***	***	***	***	***	***	***	***	***	***	***
Rocinante HS	10	***	***	***	***	***	***	***	***	***	***	***	***
Tibbert MS	1	***	1	***	***	***	***	***	100	***	***	***	***
Tibbert MS	2	***	1	***	***	***	***	***	100	***	***	***	***
Tibbert MS	3	***	1	***	***	***	***	***	100	***	***	***	***
Tibbert MS	4	***	***	***	1	***	***	***	***	***	100	***	***
Tibbert MS	5	1	***	***	***	***	***	100	***	***	***	***	***
Tibbert MS	6	***	***	***	1	***	***	***	***	***	100	***	***
Tibbert MS	7	1	***	***	***	***	***	100	***	***	***	***	***
Tibbert MS	8	1	***	***	***	***	***	100	***	***	***	***	***
Tibbert MS	9	1	***	***	***	***	***	100	***	***	***	***	***
Tibbert MS	10	1	***	***	***	***	***	100	***	***	***	***	***

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 2005-06 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from the report:

For the Spring 2006 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 10/20/2006.

Feeder Schools 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 Adequately 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 and Reduced Lunch (Top 25%).

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