



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

Printed: 10/14/2008

TUCUMCARI

NO CHILD LEFT BEHIND SUMMARY

TUCUMCARI

AYP Rating: Meets AYP

Improvement Status: Progressing

	Total Number	Percent
Schools rated in district	3	100
Schools in School Improvement	0	0
Schools in Corrective Action	1	33
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*

	TUCUMCARI		STATE WIDE	
	Number	Percent	Number	Percent
Female	514	48.6	159155	48.8
Male	543	51.4	167000	51.2
Caucasian	363	34.3	99600	30.5
African-American	20	1.9	8523	2.6
Hispanic	652	61.7	178091	54.6
Asian/Pacific Islander	17	1.6	4246	1.3
American Indian	5	0.5	35679	10.9
English Language Learners	49	4.6	60832	18.7
Students with Disabilities	161	15.2	48634	14.9
Free/Reduced Lunch Program	990	93.7	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
TUCUMCARI ELEMENTARY	Meets AYP	Progressing	TUCUMCARI HIGH	Meets AYP	Progressing
TUCUMCARI MIDDLE	Meets AYP	CA 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							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
All Students in Grades 3, 4 & 5	Reading Proficiency	49	69.3	78.1	***	66.7	***	***	69.3	54.2	41.2	
All students in Grades 6, 7 & 8	Reading Proficiency	42	48.7	55.2	***	44.8	***	***	48.7	***	9.5	
All Students in Grades 9 & 11	Reading Proficiency	45	49.6	46.5	***	51.3	***	***	49.6	***	7.1	
TUCUMCARI ELEMENTARY	Reading Proficiency	49	69.1	78.1	***	66.4	***	***	69.1	54.2	42.1	
TUCUMCARI HIGH	Reading Proficiency	45	50.4	47.7	***	51.9	***	***	50.4	***	18.8	
TUCUMCARI MIDDLE	Reading Proficiency	42	48.5	55.1	***	44.4	***	***	48.5	***	12.5	
All Students in Grades 3, 4 & 5	Math Proficiency	33	54.2	53.7	***	55.0	***	***	54.2	45.8	35.3	
All students in Grades 6, 7 & 8	Math Proficiency	20	28.6	37.3	***	22.4	***	***	28.6	***	4.8	
All Students in Grades 9 & 11	Math Proficiency	27	25.6	18.6	***	30.0	***	***	25.6	***	<1.0	
TUCUMCARI ELEMENTARY	Math Proficiency	33	54.2	53.7	***	54.9	***	***	54.2	45.8	36.8	
TUCUMCARI HIGH	Math Proficiency	27	26.8	20.5	***	30.9	***	***	26.8	***	12.5	
TUCUMCARI MIDDLE	Math Proficiency	20	28.7	37.7	***	22.2	***	***	28.7	***	8.3	
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.7	95.3	***	94.4	***	***	94.7	94.1	94.8	
All students in Grades 6, 7 & 8	Attendance Rate	92	94.8	94.8	***	94.7	***	***	94.9	***	94.9	
TUCUMCARI ELEMENTARY	Attendance Rate	92	94.4	95.0	***	94.2	***	***	94.4	94.5	94.7	
TUCUMCARI MIDDLE	Attendance Rate	92	94.8	94.8	***	94.8	***	***	94.9	***	95.3	
All Students in Grade 12	Graduation Rate	90	92.3	94.1	***	90.0	***	***	92.3	***	100.0	
TUCUMCARI HIGH	Graduation Rate	90	90.6	95.5	***	88.9	***	***	90.6	***	100.0	

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	38	11	74	16	0	0	100	38	11	47	42	0	0
	Male	100	43	7	63	21	9	0	100	43	9	47	44	0	0
Ethnicity	Caucasian	100	24	13	67	13	8	0	100	24	21	42	38	0	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	56	7	68	21	4	0	100	56	5	48	46	0	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	ELL ³	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	FRLP	100	81	9	68	19	5	0	100	81	10	47	43	0	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	81	9	68	19	5	0	100	81	10	47	43	0	0
	2005-06	100	66	8	70	17	6	0	100	66	8	58	32	3	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	25	16	48	32	4	0	100	25	12	36	48	4	0
	Male	100	35	6	46	40	9	0	100	35	6	54	40	0	0
Ethnicity	Caucasian	100	15	20	33	40	7	0	100	15	20	27	47	7	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	43	7	53	35	5	0	100	43	5	56	40	0	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	12	8	42	33	17	0	100	12	8	33	58	0	0
	ELL ³	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	FRLP	100	60	10	47	37	7	0	100	60	8	47	43	2	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	60	10	47	37	7	0	100	60	8	47	43	2	0
	2005-06	99	70	7	51	33	7	1	100	70	17	31	44	7	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	36	14	53	31	3	0	100	36	19	19	53	8	0
	Male	97	37	22	41	32	3	3	97	37	14	30	54	0	3
Ethnicity	Caucasian	100	22	27	41	27	5	0	100	22	27	14	55	5	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	98	49	14	47	35	2	2	98	49	10	31	53	4	2
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	ELL ³	100	11	9	18	73	0	0	100	11	0	9	82	9	0
	FRLP	99	73	18	47	32	3	1	99	73	16	25	53	4	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	73	18	47	32	3	1	99	73	16	25	53	4	1
	2005-06	100	68	15	40	37	9	0	99	68	4	22	51	21	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	25	4	32	60	4	0	100	25	4	20	72	4	0
	Male	98	45	0	24	51	22	2	98	45	2	20	51	24	2
Ethnicity	Caucasian	100	24	0	33	54	13	0	100	24	8	21	54	17	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	98	44	2	25	55	16	2	98	44	0	20	61	16	2
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	ELL ³	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	FRLP	99	68	1	28	54	15	1	99	68	3	21	57	18	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	70	1	27	54	16	1	99	70	3	20	59	17	1
	2005-06	99	81	4	23	53	19	1	99	81	1	11	59	28	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	100	28	25	32	39	4	0	100	28	4	29	61	7	0
	Male	97	39	5	36	46	10	3	97	39	3	23	46	26	3
Ethnicity	Caucasian	100	21	19	29	48	5	0	100	21	10	24	48	19	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	98	42	7	36	45	10	2	98	42	0	19	60	19	2
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	ELL ³	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	98	66	14	33	44	8	2	98	66	3	24	53	18	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	67	13	34	43	7	1	99	67	3	25	52	18	1
	2005-06	100	100	4	36	42	18	0	100	100	1	21	48	30	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	57	4	60	33	4	0	100	57	7	32	47	14	0
	Male	100	43	2	58	30	9	0	100	43	5	21	60	14	0
Ethnicity	Caucasian	100	42	2	69	24	5	0	100	42	10	33	43	14	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	55	4	51	38	7	0	100	55	2	22	62	15	0
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	12	0	0	58	42	0	100	12	0	0	42	58	0
	ELL ³	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	100	98	3	58	33	6	0	100	98	6	28	52	14	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	100	3	59	32	6	0	100	100	6	27	53	14	0
	2005-06	100	99	1	35	45	18	0	100	99	0	8	64	28	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	52	2	48	42	8	0	100	52	0	19	71	10	0
	Male	98	56	2	34	27	36	2	100	56	2	29	48	21	0
Ethnicity	Caucasian	100	36	3	42	39	17	0	100	36	3	19	58	19	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	98	66	2	41	32	24	2	100	66	0	26	59	15	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	16	6	6	19	69	0	100	16	6	0	44	50	0
	ELL ³	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	99	96	2	42	34	21	1	100	96	1	23	60	16	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	108	2	41	34	22	1	100	108	1	24	59	16	0
	2005-06	99	104	1	31	36	32	1	98	104	5	20	53	20	2
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	20	15	55	25	5	0	100	20	15	25	45	15	0
	Male	100	28	11	46	36	7	0	100	28	14	11	64	11	0
Ethnicity	Caucasian	100	18	6	50	33	11	0	100	18	11	11	61	17	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	29	17	48	31	3	0	100	29	17	21	52	10	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	ELL ³	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	100	43	14	51	33	2	0	100	43	16	16	60	7	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	48	13	50	31	6	0	100	48	15	17	56	13	0
	2005-06	98	64	19	45	28	6	2	97	64	8	20	41	28	3
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
Barnett, Joe	6
Garcia, Marty	7
Mitchell, Albert	10
Powers, Doug	5
Romero, Carlos	6

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	5,151,947	65
Instructional Support Services	2,808,976	35
Students	349,642	12
Instruction	237,143	8
General Administration	353,042	13
School Administration	493,423	18
Central Services	197,731	7
Operations & Maintenance	1,175,408	42
Student Transportation	0	0
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	7,960,924	

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	46.6	52.3	3.6
TUCUMCARI ELEMENTARY	41	58.5	41.5	0.0
TUCUMCARI HIGH	25	52.0	44.0	7.6
TUCUMCARI MIDDLE	22	18.2	81.8	1.2

* 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	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1	
DISTRICT WIDE TOTALS	***	***	***	***	***	***	***	***	***	***	***	***	***	***
TUCUMCARI	***	***	***	***	***	***	***	***	***	***	***	***	***	***
TUCUMCARI HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***	***
TUCUMCARI MIDDLE	***	***	***	***	***	***	***	***	***	***	***	***	***	***

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%).