



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Determination: **AYP not Met**District NCLB Determination: **AYP Not Met**

	Total Number	Percent
Schools that Met AYP	11	65
Schools in School Improvement	1	6
Schools in Corrective Action	1	6
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:

- Achieve a 95% participation rate on state assessments.
- Reach targets for proficiency or reduce non-proficiency.
- 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, Native American; as well as Economically Disadvantaged (FRLP), Students with Disabilities (Special Ed), and English Language Learners (ELL).

NO CHILD LEFT BEHIND
2004 DISTRICT ACCOUNTABILITY DATA (AYP)

Schools in District	Determination	Sanctions
ANIMAS ES	Meets AYP	None
APACHE ES	Meets AYP	CA-delay
BLUFFVIEW ES	Meets AYP	None
COUNTRY CLUB ES	Meets AYP	None
ESPERANZA ES	Meets AYP	None
FARMINGTON HS	AYP Not Met	None
HEIGHTS MS	Meets AYP	None
HERMOSA MS	AYP Not Met	None
LADERA DEL NORTE ES	Meets AYP	None
MCCORMICK ES	Meets AYP	None
MCKINLEY ES	Meets AYP	None
MESA VERDE ES	Meets AYP	None
MESA VIEW MS	AYP Not Met	None
NORTHEAST ES	Meets AYP	None
PIEDRA VISTA HS	AYP Not Met	None
ROCINANTE HS	AYP Not Met	SI-1
TIBBETTS MS	AYP Not Met	None

2003-2004 STUDENT DEMOGRAPHICS*

	FARMINGTON MUNICIPAL SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	4,875	48	156,715	49
Male	5,180	52	166,351	51
Caucasian	4,753	47	105,823	33
African-American	106	1	7,833	2
Hispanic	2,200	22	169,453	52
Asian/Pacific	81	1	3,833	1
Native American	2,915	29	36,124	11
ELL	2,463	24	54,528	17
Special Education	1,350	13	51,111	16
Migrant	0	0	2,382	1
Total	10,055	100	323,066	100

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

*Feeder school methodology rating. See explanation on last page.

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 25 students and is indicated by ***.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
====> STATE WIDE <====	Reading Proficiency	41	53	71	47	46	68	36	43	31	21
-----DISTRICT WIDE-----	Reading Proficiency	41	57	70	48	53	***	38	40	45	21
ANIMAS ES	Reading Proficiency	34	68	***	***	***	***	***	**	**	***
APACHE ES	Reading Proficiency	34	28	***	***	***	***	26	30	**	***
BLUFFVIEW ES	Reading Proficiency	34	44	48	***	***	***	***	32	**	***
COUNTRY CLUB ES	Reading Proficiency	34	60	67	***	***	***	***	**	**	***
ESPERANZA ES	Reading Proficiency	34	36	38	***	***	***	29	34	40	***
FARMINGTON HS	Reading Proficiency	44	63	76	***	43	***	41	41	36	41
HEIGHTS MS	Reading Proficiency	45	73	83	***	63	***	61	55	67	***
HERMOSA MS	Reading Proficiency	45	61	74	***	69	***	46	49	57	15
LADERA DEL NORTE ES	Reading Proficiency	34	73	80	***	***	***	***	**	**	***
MCCORMICK ES	Reading Proficiency	34	32	***	***	35	***	***	30	36	***
MCKINLEY ES	Reading Proficiency	34	53	66	***	***	***	***	45	**	***
MESA VERDE ES	Reading Proficiency	34	61	70	***	***	***	***	43	**	***
MESA VIEW MS	Reading Proficiency	45	60	72	***	63	***	37	41	38	30
NORTHEAST ES	Reading Proficiency	34	52	81	***	***	***	29	33	**	***
PIEDRA VISTA HS	Reading Proficiency	44	71	75	***	67	***	57	52	**	***
ROCINANTE HS	Reading Proficiency	45	16	***	***	***	***	13	**	**	***
TIBBETTS MS	Reading Proficiency	45	64	82	***	***	***	52	43	51	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	55	66	40	47	***	41	42	43	23
ANIMAS ES	Math Proficiency	38	58	***	***	***	***	***	**	**	***
APACHE ES	Math Proficiency	38	35	***	***	***	***	35	41	**	***
BLUFFVIEW ES	Math Proficiency	38	42	48	***	***	***	***	42	**	***
COUNTRY CLUB ES	Math Proficiency	38	65	72	***	***	***	***	**	**	***
ESPERANZA ES	Math Proficiency	38	39	42	***	***	***	32	32	35	***
FARMINGTON HS	Math Proficiency	35	56	64	***	42	***	44	35	38	35
HEIGHTS MS	Math Proficiency	37	67	77	***	66	***	49	55	57	***
HERMOSA MS	Math Proficiency	37	50	61	***	45	***	43	44	43	15
LADERA DEL NORTE ES	Math Proficiency	38	80	84	***	***	***	***	**	**	***
MCCORMICK ES	Math Proficiency	38	42	***	***	50	***	***	39	40	***
MCKINLEY ES	Math Proficiency	38	71	86	***	***	***	***	58	**	***
MESA VERDE ES	Math Proficiency	38	64	73	***	***	***	***	53	**	***
MESA VIEW MS	Math Proficiency	37	53	67	***	54	***	29	29	26	27

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 25 students and is indicated by ***.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
NORTHEAST ES	Math Proficiency	38	67	85	***	***	***	46	52	**	***
PIEDRA VISTA HS	Math Proficiency	35	60	65	***	43	***	43	46	**	***
ROCINANTE HS	Math Proficiency	36	23	***	***	***	***	31	**	**	***
TIBBETTS MS	Math Proficiency	37	64	78	***	***	***	56	48	61	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	95	95	***	94	***	94	**	94	94
ANIMAS ES	Attendance Rate	92	95	***	***	***	***	***	**	**	***
APACHE ES	Attendance Rate	92	94	***	***	***	***	93	**	93	***
BLUFFVIEW ES	Attendance Rate	92	94	94	***	***	***	***	**	**	***
COUNTRY CLUB ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***
ESPERANZA ES	Attendance Rate	92	95	94	***	***	***	95	**	95	***
HEIGHTS MS	Attendance Rate	92	96	96	***	95	***	95	**	95	***
HERMOSA MS	Attendance Rate	92	96	96	***	96	***	96	**	96	94
LADERA DEL NORTE ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***
MCCORMICK ES	Attendance Rate	92	96	***	***	96	***	***	**	96	***
MCKINLEY ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***
MESA VERDE ES	Attendance Rate	92	97	97	***	***	***	***	**	**	***
MESA VIEW MS	Attendance Rate	92	95	95	***	95	***	94	**	94	94
NORTHEAST ES	Attendance Rate	92	95	96	***	***	***	93	**	**	***
ROCINANTE HS	Attendance Rate	92	88	***	***	***	***	88	**	**	***
TIBBETTS MS	Attendance Rate	92	94	94	***	95	***	93	**	94	93
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	82	86	***	91	***	67	**	67	71
FARMINGTON HS	Grad Rate	75	95	94	***	100	***	92	**	67	83
PIEDRA VISTA HS	Grad Rate	75	89	90	***	90	***	82	**	**	81

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 4th and 8th grade by the New Mexico Standards Based Assessment (NMSBA), the SUPERA for Spanish speaking students, and the NM Alternative 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 2003-04 school year. The assessments were administered during March 2004 . Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

4TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	370	7	44	32	17	0	Gender	Female	9	42	25	23	0		
	Male	98	370	6	38	31	24	0		Male	12	47	21	20	0		
Ethnicity	Caucasian	100	338	11	50	25	13	1	Ethnicity	Caucasian	17	50	20	13	1		
	African-American	100	8	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	98	159	6	40	35	19	0		Hispanic	9	39	23	29	0		
	Asian/Pacific	100	5	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	98	238	2	29	39	30	0		Native American	2	41	29	28	0		
Status	Special Education	72	94	2	9	22	66	1	Status	Special Education	1	23	19	55	1		
	ELL*	55	117	1	31	38	31	0		ELL*	4	32	29	34	0		
	Low Income	****	416	4	32	37	27	0		Low Income	6	38	29	28	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	100	751	7	41	32	20	0	All Students	2003-04	11	45	23	21	0		
	2002-03	****	773	7	37	30	26	0		2002-03	10	43	25	22	0		
NM State	2003-04	99	24,286	8	41	31	20	0	NM State	2003-04	12	43	22	22	0		
	2002-03	****	25,186	7	38	30	24	1		2002-03	11	40	23	25	1		

8TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	97	423	15	52	24	9	0	Gender	Female	9	42	25	24	0		
	Male	95	437	8	44	32	16	0		Male	7	51	21	21	0		
Ethnicity	Caucasian	96	375	20	54	21	6	0	Ethnicity	Caucasian	15	53	18	13	0		
	African-American	100	11	0	55	27	18	0		African-American	0	36	36	27	0		
	Hispanic	98	190	7	51	28	13	1		Hispanic	3	46	26	25	1		
	Asian/Pacific	100	5	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	96	286	5	38	36	21	0		Native American	3	38	26	34	0		
Status	Special Education	98	111	8	12	38	42	0	Status	Special Education	8	11	21	60	0		
	ELL*	78	204	5	49	32	13	0		ELL*	4	43	30	23	0		
	Low Income	****	386	4	40	38	18	0		Low Income	2	39	27	32	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	99	883	12	47	28	13	0	All Students	2003-04	8	46	23	23	0		
	2002-03	****	828	14	44	23	18	1		2002-03	9	45	20	26	0		
NM State	2003-04	98	25,110	12	44	28	16	1	NM State	2003-04	8	40	22	28	1		
	2002-03	****	25,108	12	39	27	21	1		2002-03	7	38	21	32	1		

*ELL - English Language Learners

ASSESSMENTS cont'd

Students in New Mexico schools are assessed in Reading and Mathematics in the 11th grade by the New Mexico Standards High School Standards Assessment (NMHSSA) and the NM Alternative 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 2003-04 school year. The assessments were administered during November 2003 and the information is reported by subgroups.

Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

11TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	94	279	28	40	27	6	0	Gender	Female	11	45	36	8	0		
	Male	97	312	21	41	28	10	0	Gender	Male	15	40	33	12	0		
Ethnicity	Caucasian	91	342	31	43	20	6	0	Ethnicity	Caucasian	18	45	30	7	0		
	African-American	100	6	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	100	106	15	40	31	14	0		Hispanic	5	38	46	9	2		
	Asian/Pacific	89	8	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	88	114	11	32	46	10	2		Native American	7	33	41	18	1		
Status	Special Education	97	77	14	21	35	30	0	Status	Special Education	16	12	36	36	0		
	ELL*	47	39	8	28	46	18	0		ELL*	0	38	51	10	0		
	Low Income	****	125	10	34	43	12	1		Low Income	3	35	44	17	1		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	96	594	24	40	27	8	1	All Students	2003-04	13	42	34	10	1		
NM State	2003-04	95	20,246	18	37	30	13	2	NM State	2003-04	10	35	39	13	2		

*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
Conover, Rod	15
King, Janet	15
Nelson, Steve	14
Pecotte, Dean	13
Schumacher, Sandy	7

Source: 2003-04 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 monies only for 2003-2004.

	Expenditure	Percent
Direct Instruction	\$32,418,303	65
Instructional Support	\$8,565,744	17
Administration	\$1,071,091	2
Business and Support Services	\$548,301	1
Operations/Maintenance of Plant	\$6,312,737	13
Food Services	\$0	0
Athletics	\$582,363	1
Non-Instructional Student Support	\$204,343	0
Community Services	\$232,215	0
Transportation Services	\$0	0
Capital Outlay	\$0	0
Total	\$49,935,096	100

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

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials:		STATE WIDE	4 %	DISTRICT	3 %
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers* Spring 2004 Fall 2004	
====> STATE WIDE <====		59	38	71	75
DISTRICT WIDE	****	74	26	68	71
ANIMAS ES	33	88	12	86	96
APACHE ES	36	81	19	83	92
BLUFFVIEW ES	26	65	35	86	100
COUNTRY CLUB ES	22	68	32	90	100
ESPERANZA ES	31	68	32	85	94
FARMINGTON HS	93	68	31	90	89
HEIGHTS MS	46	72	28	47	39
HERMOSA MS	41	83	17	25	43
LADERA DEL NORTE ES	20	70	30	100	96
MCCORMICK ES	32	75	22	72	92
MCKINLEY ES	28	79	21	83	93
MESA VERDE ES	30	83	17	86	91
MESA VIEW MS	45	78	22	45	48
NORTHEAST ES	30	73	27	83	88
PIEDRA VISTA HS	63	68	32	99	98
ROCINANTE HS	11	73	27	83	78
TIBBETTS MS	39	69	31	32	32

* See explanation of data source on last page.

*** = missing or not available

Parent Survey on the Quality of Education

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.

	No. of Valid Surveys	PERCENT OF RESPONSES THAT "STRONGLY AGREED" OR "AGREED"									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
STATE WIDE	125,583	85	80	84	82	72	70	69	87	80	88
====> DISTRICT WIDE <====	3,091	89	86	86	84	79	82	69	89	82	89
ANIMAS ES	156	93	84	89	94	82	85	74	97	87	94
APACHE ES	111	85	90	86	86	80	77	65	86	79	86
BLUFFVIEW ES	117	94	87	90	91	75	91	56	97	86	86
COUNTRY CLUB ES	185	99	89	96	95	78	89	60	96	89	96
ESPERANZA ES	267	90	97	90	94	79	86	62	93	86	94
FARMINGTON HS	321	81	70	73	57	75	68	81	78	70	85
HEIGHTS MS	88	84	76	84	74	70	73	75	80	76	82
HERMOSA MS	211	81	76	81	78	76	78	75	78	77	89
LADERA DEL NORTE ES	162	96	89	93	94	87	91	59	96	90	91
MCCORMICK ES	185	81	87	85	91	81	85	64	95	85	86
MCKINLEY ES	175	97	90	95	99	90	89	78	98	91	86
MESA VERDE ES	145	95	92	94	94	78	94	57	99	88	94
MESA VIEW MS	302	88	91	79	72	76	80	65	83	76	82
NORTHEAST ES	201	94	84	91	95	84	94	66	99	89	88
PIEDRA VISTA HS	239	81	91	82	68	81	74	81	78	76	89
ROCINANTE HS	33	73	82	82	67	61	73	52	70	76	82
SWINBURNE ES	125	92	93	93	97	86	89	77	96	94	93
TIBBETTS MS	68	88	72	72	75	72	69	73	72	76	82

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.

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 correctly answer each question or item. 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 2003-04 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from two reports:

For the Spring 2004 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 11/24/2004.

For the Fall 2004 data, it is obtained from the ADS 40th day Highly Qualified Teacher report generated on 1/2/2005.

The PED has taken steps to ensure that free and reduced lunch data will be available and reported correctly on next year's report card.

Feeder School Methodology

Schools without students enrolled in the grades where standards-based tests were administered in the 2003-04 school year were evaluated based upon the performance of students tested in feeder schools e.g., those schools at the next higher grade level in the district.