



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	11	64.7
Schools in School Improvement	4	23.5
Schools in Corrective Action	2	11.8
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

2005-2006 STUDENT DEMOGRAPHICS*

	Clovis		STATE WIDE	
	Number	Percent	Number	Percent
Female	3992	48.1	159519	48.6
Male	4313	51.9	168526	51.4
Caucasian	3450	41.5	102066	31.1
African-American	801	9.6	8226	2.5
Hispanic	3854	46.4	177254	54
Asian/Pacific	131	1.6	4136	1.3
American Indian/Alaskan Native	69	.8	36453	11.1
SWD	1239	14.9	50048	15.3
ELL	758	9.1	70172	21.4
FRLP	4378	52.7	171635	52.3
Migrant	66	.8	1229	0.4

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

School Name	NCLB Determination	Sanction	School Name	NCLB Determination	Sanction
Barry ES	Meets AYP	None	Bella Vista ES	Meets AYP	None
Cameo ES	AYP Not Met	CA	Clovis HS	AYP Not Met	SI-2
Highland ES	Meets AYP	None	James Bickley ES	Meets AYP	None
La Casita ES	Meets AYP	None	Lincoln Jackson Arts Acad	Meets AYP	None
Lockwood ES	AYP Not Met	SI-1	Marshall Jr HS	AYP Not Met	SI-2
Mesa ES	Meets AYP	None	Parkview ES	Meets AYP	None
Ranchvale ES	Meets AYP	None	Sandia ES	Meets AYP	None
W.D. Gattis Jr HS	AYP Not Met	CA	Yucca Jr HS	AYP Not Met	SI-2
Zia ES	Meets AYP	None			

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	49.1	66.0	35.1	36.8	68.2	54.6	39.8	25.7	15.6	
All Students In Grades 6, 7 & 8	Math Proficiency	15	29.4	45.0	20.0	16.7	71.4	30.8	19.0	6.6	2.7	
All Students In Grades 9 & 11	Math Proficiency	22	33.4	46.8	27.8	22.5	46.2	7.7	24.3	7.1	2.6	
Marshall Jr HS	Math Proficiency	18	27.7	38.3	25.6	19.7	***	***	22.5	8.1	3.8	
W.D. Gattis Jr HS	Math Proficiency	18	26.5	37.1	23.6	21.5	***	***	22.6	6.0	4.3	
Yucca Jr HS	Math Proficiency	18	43.9	58.0	34.3	24.0	***	***	23.5	6.7	2.9	
Barry ES	Math Proficiency	23	57.9	66.2	46.2	38.1	***	***	54.3	***	9.1	
Bella Vista ES	Math Proficiency	23	24.1	21.4	16.1	27.1	***	***	23.2	***	0.0	
Cameo ES	Math Proficiency	23	21.1	50.0	9.5	17.8	***	***	19.9	0.0	3.3	
Highland ES	Math Proficiency	23	43.8	52.0	30.0	36.4	***	***	39.4	***	10.0	
James Bickley ES	Math Proficiency	23	36.0	25.8	***	39.2	***	***	35.1	14.2	0.0	
La Casita ES	Math Proficiency	23	30.8	***	***	31.8	***	***	28.1	26.4	0.0	
Lincoln Jackson Arts Acad	Math Proficiency	23	51.9	82.6	29.4	43.2	***	***	45.6	***	18.2	
Lockwood ES	Math Proficiency	23	34.1	52.0	***	26.1	***	***	28.2	16.1	13.0	
Mesa ES	Math Proficiency	23	77.3	81.9	56.0	72.4	***	***	69.7	***	***	
Parkview ES	Math Proficiency	23	37.8	52.1	***	29.7	***	***	35.9	27.2	7.1	
Ranchvale ES	Math Proficiency	23	64.7	67.6	38.5	71.4	***	***	64.1	***	***	
Sandia ES	Math Proficiency	23	48.9	59.7	27.3	40.4	***	***	43.3	***	20.0	
Zia ES	Math Proficiency	23	66.7	70.6	***	54.3	***	***	52.9	***	***	
Clovis HS	Math Proficiency	22	21.3	33.0	16.7	9.1	***	***	12.6	4.3	0.0	
All Students In Grades 3, 4 & 5	Reading Proficiency	45	58.7	73.8	48.3	47.1	77.3	63.6	49.3	30.7	12.7	
All Students In Grades 6, 7 & 8	Reading Proficiency	38	50.6	65.8	41.3	38.4	71.4	61.5	40.9	14.9	13	
All Students In Grades 9 & 11	Reading Proficiency	41	52.0	62.2	48.5	42.8	61.5	53.9	42.0	11.4	11.5	
Marshall Jr HS	Reading Proficiency	41	54.6	67.6	48.8	45.1	***	***	48.6	27.0	20.0	
W.D. Gattis Jr HS	Reading Proficiency	41	45.2	55.2	40.3	41.3	***	***	41.8	9.1	5.7	
Yucca Jr HS	Reading Proficiency	41	62.0	71.7	60.0	47.5	***	***	45.1	12.2	13.0	
Barry ES	Reading Proficiency	40	68.4	72.7	69.2	52.4	***	***	64.2	***	22.7	
Bella Vista ES	Reading Proficiency	40	33.3	50.0	25.8	32.2	***	***	32.3	***	5.6	
Cameo ES	Reading Proficiency	40	36.2	63.6	28.6	30.8	***	***	34.0	10.5	10.0	
Highland ES	Reading Proficiency	40	58.8	67.5	20.0	54.6	***	***	50.5	***	5.0	
James Bickley ES	Reading Proficiency	40	52.8	48.4	***	53.2	***	***	50.9	21.4	6.3	
La Casita ES	Reading Proficiency	40	39.6	***	***	40.0	***	***	38.8	33.8	0.0	
Lincoln Jackson Arts Acad	Reading Proficiency	40	63.3	91.3	52.9	51.4	***	***	56.1	***	18.2	
Lockwood ES	Reading Proficiency	40	48.0	70.0	***	38.7	***	***	39.4	19.4	17.4	
Mesa ES	Reading Proficiency	40	78.7	80.6	68.0	79.3	***	***	71.2	***	***	
Parkview ES	Reading Proficiency	40	51.4	75.0	***	39.6	***	***	48.1	9.1	7.1	
Ranchvale ES	Reading Proficiency	40	75.0	78.4	53.9	78.6	***	***	71.8	***	***	
Sandia ES	Reading Proficiency	40	56.9	59.7	36.4	57.9	***	***	52.6	***	15.0	
Zia ES	Reading Proficiency	40	75.1	79.7	***	54.3	***	***	54.9	***	***	
Clovis HS	Reading Proficiency	41	45.7	54.7	45.2	35.0	***	***	34.0	4.4	8.0	
<<<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	96.3	96.6	96.9	95.8	97.7	96.2	95.9	96.4	95.4	
All Students In Grades 3, 4 & 5	Attendance Rate	92	96.3	96.4	96.8	96.2	97.4	96.1	96.3	96.8	96.0	
All Students In Grades 6, 7 & 8	Attendance Rate	92	96.5	96.9	97.5	96.0	97.8	96.7	96.1	96.3	95.4	
All Students In Grades 9 & 11	Attendance Rate	92	95.9	96.8	96.5	94.9	98.1	96.0	95.0	95.1	94.5	
Barry ES	Attendance Rate	92	96.9	96.8	97.4	96.6	98.5	***	96.9	***	96.4	
Bella Vista ES	Attendance Rate	92	95.9	96.5	97.0	95.4	***	94.6	95.8	95.7	95.2	
Cameo ES	Attendance Rate	92	96.2	95.9	96.7	96.1	***	***	96.2	96.0	96.2	
Highland ES	Attendance Rate	92	96.3	96.8	96.2	95.8	***	***	96.2	96.6	95.9	
James Bickley ES	Attendance Rate	92	96.0	96.3	96.3	95.8	***	***	96.1	95.0	95.5	
La Casita ES	Attendance Rate	92	96.9	96.4	96.3	96.9	***	***	96.8	97.2	96.9	
Lincoln Jackson Arts Acad	Attendance Rate	92	96.9	97.9	97.1	96.2	***	***	96.9	***	96.9	
Lockwood ES	Attendance Rate	92	96.6	96.4	95.9	96.7	***	***	96.7	97.1	95.8	
Mesa ES	Attendance Rate	92	96.1	95.9	96.8	96.2	96.5	***	96.2	***	95.7	
Parkview ES	Attendance Rate	92	95.5	95.6	96.4	95.5	***	***	95.7	96.5	95.1	
Ranchvale ES	Attendance Rate	92	96.7	96.9	97.6	95.3	97.1	***	96.8	***	97.0	
Sandia ES	Attendance Rate	92	97.0	96.9	97.5	96.9	***	***	96.9	***	96.3	
Zia ES	Attendance Rate	92	96.6	96.6	98.1	96.3	98.3	***	96.5	***	96.5	
Marshall Jr HS	Attendance Rate	92	96.3	96.9	97.4	95.6	***	***	95.8	95.6	95.9	
W.D. Gattis Jr HS	Attendance Rate	92	95.2	96.7	96.9	94.0	***	***	95.0	94.5	93.7	
Yucca Jr HS	Attendance Rate	92	96.7	96.8	97.4	96.3	97.5	***	95.8	97.4	95.5	
<<<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	89.6	92.9	87.9	85.6	***	***	85.7	64.7	91.7	
Clovis Hs	Graduation Rate	90	89.6	92.9	87.9	85.5	***	***	85.7	64.7	91.5	

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	290	4	54	28	12	0	99	290	5	52	36	4	0
	Male	100	307	4	47	29	18	0	100	307	6	46	39	7	0
Ethnicity	Caucasian	100	226	7	61	23	7	0	100	226	11	60	26	1	0
	African-American	100	67	2	52	26	17	0	100	67	4	43	40	11	0
	Hispanic	99	289	3	40	34	21	0	99	289	2	42	46	7	0
	Asian/Pacific	100	12	0	66	33	0	0	100	12	25	33	33	8	0
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	60	1	13	31	53	0	100	60	0	18	53	28	0
	ELL*	100	78	1	24	50	24	0	100	78	2	41	48	7	0
	FRLP	99	410	3	43	32	20	0	99	410	3	44	43	8	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	597	4	50	29	15	0	99	597	6	49	38	6	0
	2004-05	99	680	5	54	23	17	1	100	680	4	43	48	5	1
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	299	13	49	29	6	0	100	300	14	40	37	8	0
	Male	100	334	7	44	33	14	0	100	334	9	38	42	8	0
Ethnicity	Caucasian	99	276	18	52	20	7	0	100	276	18	48	30	2	0
	African-American	100	64	6	43	39	10	0	100	64	4	35	48	10	0
	Hispanic	100	279	3	41	40	14	0	100	279	6	31	48	13	0
	Asian/Pacific	100	***	***	***	***	***	***	100	11	45	18	27	9	0
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	66	6	6	39	48	0	100	66	3	19	51	25	0
	ELL*	100	60	0	25	51	23	0	100	61	4	16	55	22	0
	FRLP	99	437	5	44	36	13	0	100	437	7	36	46	9	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	633	10	46	31	10	0	100	634	11	39	40	8	0
	2004-05	100	595	10	48	30	12	0	100	594	10	39	43	9	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	291	21	49	23	5	0	100	292	8	34	46	10	0
	Male	99	292	8	44	35	10	0	99	292	7	28	49	13	0
Ethnicity	Caucasian	100	235	22	55	18	3	0	100	235	14	43	38	3	0
	African-American	100	53	5	45	30	18	0	100	53	1	24	54	18	0
	Hispanic	99	282	9	40	39	10	0	99	283	2	23	55	18	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	98	76	0	11	38	48	1	98	76	0	5	40	52	1
	ELL*	100	98	7	26	52	14	0	100	99	0	12	63	24	0
	FRLP	100	399	8	42	37	10	0	100	399	4	24	54	15	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	583	14	47	29	8	0	99	584	8	31	48	11	0
	2004-05	100	638	16	44	29	11	0	100	637	6	25	54	14	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	100	293	6	45	40	6	0	100	293	8	25	48	17	0
	Male	100	298	3	35	49	11	0	100	298	7	22	52	18	0
Ethnicity	Caucasian	100	236	9	53	33	3	0	100	236	15	33	45	5	0
	African-American	100	67	1	32	53	11	0	100	67	2	13	53	29	0
	Hispanic	100	273	2	29	54	13	0	100	273	2	16	54	26	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	83	1	14	43	40	0	100	83	1	3	34	60	0
	ELL*	100	78	0	12	61	25	0	100	78	0	7	50	42	0
	FRLP	100	391	2	34	51	11	0	100	391	4	17	54	24	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	591	5	40	45	9	0	100	591	7	23	50	17	0
	2004-05	100	603	5	43	42	8	0	100	603	4	24	54	18	0
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	99	272	4	59	29	6	0	100	272	2	25	49	23	0
	Male	99	334	2	46	36	13	0	99	334	4	25	45	24	0
Ethnicity	Caucasian	100	266	6	59	28	5	0	100	266	5	34	45	13	0
	African-American	100	63	0	46	42	11	0	100	63	4	14	47	33	0
	Hispanic	98	266	1	45	36	15	1	99	266	0	18	49	31	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	89	0	8	42	48	0	100	89	0	3	22	74	0
	ELL*	96	54	0	18	48	29	3	98	54	0	3	37	57	1
	FRLP	99	415	1	45	38	13	0	99	415	0	17	49	31	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	606	3	52	33	10	0	99	606	3	25	47	24	0
	2004-05	100	640	8	50	36	7	0	100	640	2	21	52	25	0
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	99	306	1	53	35	8	0	100	306	2	24	51	21	0
	Male	100	306	0	47	39	13	0	99	306	2	28	49	18	0
Ethnicity	Caucasian	99	250	2	64	28	4	0	100	250	4	41	47	7	0
	African-American	100	58	0	44	39	15	0	100	58	0	22	48	29	0
	Hispanic	100	291	0	39	45	14	0	99	291	1	13	54	29	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	78	1	16	34	47	0	98	78	0	2	33	62	1
	ELL*	100	69	0	18	47	33	0	100	69	4	2	37	55	0
	FRLP	100	427	0	40	42	15	0	99	427	1	17	53	27	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	612	1	50	37	10	0	99	612	2	26	50	20	0
	2004-05	100	655	2	55	35	9	0	100	655	2	22	53	23	0
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	100	292	1	60	27	10	0	99	292	5	36	49	8	0
	Male	100	327	0	48	29	20	0	99	327	6	36	44	12	0
Ethnicity	Caucasian	100	245	2	65	23	8	0	99	245	11	47	35	5	0
	African-American	100	59	1	49	32	16	0	100	59	1	33	50	13	0
	Hispanic	100	295	0	46	31	22	0	100	295	2	27	55	14	0
	Asian/Pacific	100	11	9	54	36	0	0	100	11	27	36	27	9	0
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	100	96	1	11	34	53	0	98	96	0	4	53	41	1
	ELL*	100	57	0	15	35	49	0	98	57	0	8	63	26	1
	FRLP	100	405	0	44	32	21	0	99	405	2	27	54	14	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	619	1	54	28	15	0	99	619	6	36	47	10	0
	2004-05	100	610	2	54	26	17	0	100	610	5	40	43	12	0
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	241	10	41	34	12	1	99	241	3	17	51	26	0
	Male	100	258	3	36	37	23	0	99	258	1	18	44	33	0
Ethnicity	Caucasian	99	228	10	45	31	12	0	99	228	3	28	46	21	0
	African-American	97	49	4	36	38	18	2	97	49	2	12	40	42	2
	Hispanic	99	207	2	31	41	23	0	99	207	0	8	51	38	0
	Asian/Pacific	100	11	18	54	9	18	0	100	11	9	27	45	18	0
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	98	84	0	8	32	58	1	98	84	0	0	25	73	1
	ELL*	100	24	0	4	37	58	0	100	24	0	4	37	58	0
	FRLP	99	265	2	33	39	24	0	99	265	0	13	49	36	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	499	7	38	35	17	0	99	499	2	18	48	30	0
	2004-05	99	484	7	46	30	16	1	99	484	2	20	48	29	1
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

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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
Martin, Terry	26
Lansford, Mark	23
Bryant, Lola	7
Harlan, Lora	24
Best, Max	12

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	\$30079335	63
Instructional Support	8885100	19
Administration	1116253	2
Business and Support Services	664600	1
Operations/Maintenance of Plant	5954613	13
Food Services	0	0
Athletics	659200	1
Non-Instructional Student Support	68350	0
Community Services	10700	0
Transportation Services	0	0
Capital Outlay	0	0
Total	\$47438151	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 0.2 %

	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%
Clovis District Wide	577	67.9	32.1	97
Barry ES	23	73.9	26.1	93.2
Bella Vista ES	22	90.9	9.1	100
Cameo ES	27	77.8	22.2	100
Clovis HS	111	63.1	36.9	96
Highland ES	24	70.8	29.2	100
James Bickley ES	26	65.4	34.6	100
La Casita ES	32	87.5	12.5	98
Lincoln Jackson Arts Acad	13	46.2	53.8	100
Lockwood ES	31	87.1	12.9	100
Marshall Jr HS	47	74.5	25.5	100
Mesa ES	25	76	24	100
Parkview ES	27	70.4	29.6	100
Ranchvale ES	19	47.4	52.6	100
Sandia ES	21	57.1	42.9	100
W.D. Gattis Jr HS	45	64.4	35.6	91
Yucca Jr HS	50	58	42	95.7
Zia ES	25	48	52	100

* 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.
 - 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.
- * *** 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
Clovis District Total	1	21	41	5	2	1	2	29.2	56.9	6.9	2.8	1.4	2.8
Clovis District Total	2	14	38	14	5	1	***	19.4	52.8	19.4	6.9	1.4	***
Clovis District Total	3	27	30	10	2	1	***	38.6	42.9	14.3	2.9	1.4	***
Clovis District Total	4	27	30	9	5	***	1	37.5	41.7	12.5	6.9	***	1.4
Clovis District Total	5	22	33	6	4	7	***	30.6	45.8	8.3	5.6	9.7	***
Clovis District Total	6	19	32	12	9	***	***	26.4	44.4	16.7	12.5	***	***
Clovis District Total	7	9	31	14	13	3	2	12.5	43.1	19.4	18.1	4.2	2.8
Clovis District Total	8	28	35	8	***	***	1	38.9	48.6	11.1	***	***	1.4
Clovis District Total	9	27	30	12	2	1	***	37.5	41.7	16.7	2.8	1.4	***
Clovis District Total	10	17	43	5	2	***	4	23.9	60.6	7	2.8	***	5.6
Los Ninos	1	1	***	***	***	***	***	100	***	***	***	***	***
Los Ninos	2	1	***	***	***	***	***	100	***	***	***	***	***
Los Ninos	3	1	***	***	***	***	***	100	***	***	***	***	***
Los Ninos	4	1	***	***	***	***	***	100	***	***	***	***	***
Los Ninos	5	1	***	***	***	***	***	100	***	***	***	***	***
Los Ninos	6	***	1	***	***	***	***	***	100	***	***	***	***
Los Ninos	7	***	***	***	***	***	1	***	***	***	***	***	100
Los Ninos	8	***	1	***	***	***	***	***	100	***	***	***	***
Los Ninos	9	1	***	***	***	***	***	100	***	***	***	***	***
Los Ninos	10	1	***	***	***	***	***	100	***	***	***	***	***
Clovis HS	1	***	4	2	***	***	***	***	66.7	33.3	***	***	***
Clovis HS	2	2	2	2	***	***	***	33.3	33.3	33.3	***	***	***
Clovis HS	3	1	4	1	***	***	***	16.7	66.7	16.7	***	***	***
Clovis HS	4	1	2	3	***	***	***	16.7	33.3	50	***	***	***
Clovis HS	5	***	3	1	***	2	***	***	50	16.7	***	33.3	***
Clovis HS	6	***	4	2	***	***	***	***	66.7	33.3	***	***	***
Clovis HS	7	3	3	***	***	***	***	50	50	***	***	***	***
Clovis HS	8	***	5	1	***	***	***	***	83.3	16.7	***	***	***
Clovis HS	9	1	3	2	***	***	***	16.7	50	33.3	***	***	***

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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
Clovis HS	10	1	4	1	***	***	***	16.7	66.7	16.7	***	***	***
Barry ES	1	***	3	***	***	***	***	***	100	***	***	***	***
Barry ES	2	***	2	1	***	***	***	***	66.7	33.3	***	***	***
Barry ES	3	***	2	1	***	***	***	***	66.7	33.3	***	***	***
Barry ES	4	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Barry ES	5	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Barry ES	6	2	***	***	1	***	***	66.7	***	***	33.3	***	***
Barry ES	7	***	2	1	***	***	***	***	66.7	33.3	***	***	***
Barry ES	8	1	1	***	***	***	1	33.3	33.3	***	***	***	33.3
Barry ES	9	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Barry ES	10	***	2	***	***	***	1	***	66.7	***	***	***	33.3
Bella Vista ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Bella Vista ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Bella Vista ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Bella Vista ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Bella Vista ES	5	***	***	***	***	***	***	***	***	***	***	***	***
Bella Vista ES	6	***	***	***	***	***	***	***	***	***	***	***	***
Bella Vista ES	7	***	***	***	***	***	***	***	***	***	***	***	***
Bella Vista ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Bella Vista ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Bella Vista ES	10	***	***	***	***	***	***	***	***	***	***	***	***
W.D. Gattis Jr HS	1	1	4	***	***	***	***	20	80	***	***	***	***
W.D. Gattis Jr HS	2	***	4	1	***	***	***	***	80	20	***	***	***
W.D. Gattis Jr HS	3	1	4	***	***	***	***	20	80	***	***	***	***
W.D. Gattis Jr HS	4	1	3	1	***	***	***	20	60	20	***	***	***
W.D. Gattis Jr HS	5	***	3	2	***	***	***	***	60	40	***	***	***
W.D. Gattis Jr HS	6	***	3	2	***	***	***	***	60	40	***	***	***
W.D. Gattis Jr HS	7	1	4	***	***	***	***	20	80	***	***	***	***
W.D. Gattis Jr HS	8	***	4	1	***	***	***	***	80	20	***	***	***

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
W.D. Gattis Jr HS	9	1	4	***	***	***	***	20	80	***	***	***	***
W.D. Gattis Jr HS	10	***	2	1	2	***	***	***	40	20	40	***	***
Highland ES	2	1	3	1	***	***	***	20	60	20	***	***	***
Highland ES	3	2	3	***	***	***	***	40	60	***	***	***	***
Highland ES	4	1	3	1	***	***	***	20	60	20	***	***	***
Highland ES	5	***	2	1	1	1	***	***	40	20	20	20	***
Highland ES	6	1	3	***	1	***	***	20	60	***	20	***	***
Highland ES	7	***	2	1	1	1	***	***	40	20	20	20	***
Highland ES	8	4	1	***	***	***	***	80	20	***	***	***	***
Highland ES	9	1	2	2	***	***	***	20	40	40	***	***	***
Highland ES	10	1	4	***	***	***	***	20	80	***	***	***	***
HSland ES	1	1	3	***	1	***	***	20	60	***	20	***	***
James Bickley ES	1	***	3	***	***	***	***	***	100	***	***	***	***
James Bickley ES	2	***	3	***	***	***	***	***	100	***	***	***	***
James Bickley ES	3	***	3	***	***	***	***	***	100	***	***	***	***
James Bickley ES	4	***	3	***	***	***	***	***	100	***	***	***	***
James Bickley ES	5	***	3	***	***	***	***	***	100	***	***	***	***
James Bickley ES	6	***	2	1	***	***	***	***	66.7	33.3	***	***	***
James Bickley ES	7	***	2	***	1	***	***	***	66.7	***	33.3	***	***
James Bickley ES	8	***	3	***	***	***	***	***	100	***	***	***	***
James Bickley ES	9	***	3	***	***	***	***	***	100	***	***	***	***
James Bickley ES	10	***	2	1	***	***	***	***	66.7	33.3	***	***	***
Cameo ES	1	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Cameo ES	2	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Cameo ES	3	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Cameo ES	4	3	***	***	***	***	***	100	***	***	***	***	***
Cameo ES	5	3	***	***	***	***	***	100	***	***	***	***	***
Cameo ES	6	3	***	***	***	***	***	100	***	***	***	***	***
Cameo ES	7	***	1	2	***	***	***	***	33.3	66.7	***	***	***

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	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
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	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
Cameo ES	8	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Cameo ES	9	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Cameo ES	10	1	1	***	***	***	***	50	50	***	***	***	***
La Casita ES	1	***	2	***	***	***	***	***	100	***	***	***	***
La Casita ES	2	***	***	2	***	***	***	***	***	100	***	***	***
La Casita ES	3	***	2	***	***	***	***	***	100	***	***	***	***
La Casita ES	4	***	2	***	***	***	***	***	100	***	***	***	***
La Casita ES	5	***	2	***	***	***	***	***	100	***	***	***	***
La Casita ES	6	***	2	***	***	***	***	***	100	***	***	***	***
La Casita ES	7	***	2	***	***	***	***	***	100	***	***	***	***
La Casita ES	8	***	2	***	***	***	***	***	100	***	***	***	***
La Casita ES	9	***	2	***	***	***	***	***	100	***	***	***	***
La Casita ES	10	***	2	***	***	***	***	***	100	***	***	***	***
Lincoln Jackson Arts Acad	1	1	***	***	***	***	***	100	***	***	***	***	***
Lincoln Jackson Arts Acad	2	***	1	***	***	***	***	***	100	***	***	***	***
Lincoln Jackson Arts Acad	3	1	***	***	***	***	***	100	***	***	***	***	***
Lincoln Jackson Arts Acad	4	1	***	***	***	***	***	100	***	***	***	***	***
Lincoln Jackson Arts Acad	5	1	***	***	***	***	***	100	***	***	***	***	***
Lincoln Jackson Arts Acad	6	1	***	***	***	***	***	100	***	***	***	***	***
Lincoln Jackson Arts Acad	7	1	***	***	***	***	***	100	***	***	***	***	***
Lincoln Jackson Arts Acad	8	1	***	***	***	***	***	100	***	***	***	***	***
Lincoln Jackson Arts Acad	9	1	***	***	***	***	***	100	***	***	***	***	***
Lincoln Jackson Arts Acad	10	1	***	***	***	***	***	100	***	***	***	***	***
Lockwood ES	1	2	4	***	***	***	***	33.3	66.7	***	***	***	***
Lockwood ES	2	2	3	1	***	***	***	33.3	50	16.7	***	***	***
Lockwood ES	3	2	3	1	***	***	***	33.3	50	16.7	***	***	***
Lockwood ES	4	3	2	***	1	***	***	50	33.3	***	16.7	***	***
Lockwood ES	5	2	4	***	***	***	***	33.3	66.7	***	***	***	***
Lockwood ES	6	3	2	***	1	***	***	50	33.3	***	16.7	***	***

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	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
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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Lockwood ES	7	2	2	1	1	***	***	33.3	33.3	16.7	16.7	***	***
Lockwood ES	8	3	3	***	***	***	***	50	50	***	***	***	***
Lockwood ES	9	2	4	***	***	***	***	33.3	66.7	***	***	***	***
Lockwood ES	10	3	2	1	***	***	***	50	33.3	16.7	***	***	***
Marshall Jr HS	1	1	1	1	***	***	***	33.3	33.3	33.3	***	***	***
Marshall Jr HS	2	***	2	***	***	1	***	***	66.7	***	***	33.3	***
Marshall Jr HS	3	***	***	2	***	1	***	***	***	66.7	***	33.3	***
Marshall Jr HS	4	***	3	***	***	***	***	***	100	***	***	***	***
Marshall Jr HS	5	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Marshall Jr HS	6	***	1	2	***	***	***	***	33.3	66.7	***	***	***
Marshall Jr HS	7	***	2	1	***	***	***	***	66.7	33.3	***	***	***
Marshall Jr HS	8	***	1	2	***	***	***	***	33.3	66.7	***	***	***
Marshall Jr HS	9	***	1	1	1	***	***	***	33.3	33.3	33.3	***	***
Marshall Jr HS	10	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Mesa ES	1	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Mesa ES	2	***	3	***	***	***	***	***	100	***	***	***	***
Mesa ES	3	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Mesa ES	4	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Mesa ES	5	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Mesa ES	6	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Mesa ES	7	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Mesa ES	8	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Mesa ES	9	2	1	***	***	***	***	66.7	33.3	***	***	***	***
Mesa ES	10	***	3	***	***	***	***	***	100	***	***	***	***
Yucca Jr HS	1	***	1	***	1	***	1	***	33.3	***	33.3	***	33.3
Yucca Jr HS	2	***	***	2	1	***	***	***	***	66.7	33.3	***	***
Yucca Jr HS	3	1	1	1	***	***	***	33.3	33.3	33.3	***	***	***
Yucca Jr HS	4	1	***	1	***	***	1	33.3	***	33.3	***	***	33.3
Yucca Jr HS	5	1	1	***	***	1	***	33.3	33.3	***	***	33.3	***

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 - Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
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= Number %=Percent

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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
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	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
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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Yucca Jr HS	6	***	1	2	***	***	***	***	33.3	66.7	***	***	***
Yucca Jr HS	7	***	3	***	***	***	***	***	100	***	***	***	***
Yucca Jr HS	8	***	3	***	***	***	***	***	100	***	***	***	***
Yucca Jr HS	9	1	***	2	***	***	***	33.3	***	66.7	***	***	***
Yucca Jr HS	10	***	2	***	***	***	1	***	66.7	***	***	***	33.3
Parkview ES	1	***	***	***	***	***	***	***	***	***	***	***	***
Parkview ES	2	***	***	***	***	***	***	***	***	***	***	***	***
Parkview ES	3	***	***	***	***	***	***	***	***	***	***	***	***
Parkview ES	4	***	***	***	***	***	***	***	***	***	***	***	***
Parkview ES	5	***	***	***	***	***	***	***	***	***	***	***	***
Parkview ES	6	***	***	***	***	***	***	***	***	***	***	***	***
Parkview ES	7	***	***	***	***	***	***	***	***	***	***	***	***
Parkview ES	8	***	***	***	***	***	***	***	***	***	***	***	***
Parkview ES	9	***	***	***	***	***	***	***	***	***	***	***	***
Parkview ES	10	***	***	***	***	***	***	***	***	***	***	***	***
Ranchvale ES	1	6	2	***	***	***	***	75	25	***	***	***	***
Ranchvale ES	2	4	3	1	***	***	***	50	37.5	12.5	***	***	***
Ranchvale ES	3	7	1	***	***	***	***	87.5	12.5	***	***	***	***
Ranchvale ES	4	6	2	***	***	***	***	75	25	***	***	***	***
Ranchvale ES	5	6	2	***	***	***	***	75	25	***	***	***	***
Ranchvale ES	6	3	5	***	***	***	***	37.5	62.5	***	***	***	***
Ranchvale ES	7	***	2	3	2	1	***	***	25	37.5	25	12.5	***
Ranchvale ES	8	4	2	2	***	***	***	50	25	25	***	***	***
Ranchvale ES	9	7	1	***	***	***	***	87.5	12.5	***	***	***	***
Ranchvale ES	10	3	4	***	***	***	1	37.5	50	***	***	***	12.5
Sandia ES	1	***	3	***	***	***	***	***	100	***	***	***	***
Sandia ES	2	***	1	1	1	***	***	***	33.3	33.3	33.3	***	***
Sandia ES	3	***	1	***	***	***	***	***	100	***	***	***	***
Sandia ES	4	1	2	***	***	***	***	33.3	66.7	***	***	***	***

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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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	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
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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Sandia ES	5	***	3	***	***	***	***	***	100	***	***	***	***
Sandia ES	6	***	1	2	***	***	***	***	33.3	66.7	***	***	***
Sandia ES	7	***	1	1	***	***	1	***	33.3	33.3	***	***	33.3
Sandia ES	8	1	2	***	***	***	***	33.3	66.7	***	***	***	***
Sandia ES	9	1	1	1	***	***	***	33.3	33.3	33.3	***	***	***
Sandia ES	10	***	2	***	***	***	1	***	66.7	***	***	***	33.3
Zia ES	1	6	7	2	***	1	1	35.3	41.2	11.8	***	5.9	5.9
Zia ES	2	3	9	2	3	***	***	17.6	52.9	11.8	17.6	***	***
Zia ES	3	8	3	4	2	***	***	47.1	17.6	23.5	11.8	***	***
Zia ES	4	5	5	3	4	***	***	29.4	29.4	17.6	23.5	***	***
Zia ES	5	5	4	2	3	3	***	29.4	23.5	11.8	17.6	17.6	***
Zia ES	6	5	5	1	6	***	***	29.4	29.4	5.9	35.3	***	***
Zia ES	7	1	3	4	8	1	***	5.9	17.6	23.5	47.1	5.9	***
Zia ES	8	10	5	2	***	***	***	58.8	29.4	11.8	***	***	***
Zia ES	9	5	6	4	1	1	***	29.4	35.3	23.5	5.9	5.9	***
Zia ES	10	5	11	1	***	***	***	29.4	64.7	5.9	***	***	***

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%).