



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

Printed: 10/14/2008

CLOVIS

NO CHILD LEFT BEHIND SUMMARY

CLOVIS

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	16	100
Schools in School Improvement	4	25
Schools in Corrective Action	1	6
Schools in Restructuring	1	6

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*

	CLOVIS		STATE WIDE	
	Number	Percent	Number	Percent
Female	3944	48.0	159155	48.8
Male	4275	52.0	167000	51.2
Caucasian	3223	39.2	99600	30.5
African-American	809	9.8	8523	2.6
Hispanic	3998	48.6	178091	54.6
Asian/Pacific Islander	122	1.5	4246	1.3
American Indian	67	0.8	35679	10.9
English Language Learners	857	10.4	60832	18.7
Students with Disabilities	1192	14.5	48634	14.9
Free/Reduced Lunch Program	4611	56.1	193840	59.4
Migrant	43	0.5	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
BARRY ELEMENTARY	Meets AYP	Progressing	BELLA VISTA ELEM	AYP Not Met	Progressing
CAMEO ELEMENTARY	AYP Not Met	Restructuring 1	CLOVIS HIGH	AYP Not Met	CA
HIGHLAND ELEMENTARY	Meets AYP	Progressing	JAMES BICKLEY ELEM	Meets AYP	Progressing
LA CASITA ELEMENTARY	AYP Not Met	Progressing	LOCKWOOD ELEMENTARY	AYP Not Met	SI-2
MARSHALL JR HIGH	AYP Not Met	SI-2 suspended	MESA ELEMENTARY	Meets AYP	Progressing
PARKVIEW ELEMENTARY	Meets AYP	Progressing	RANCHVALE ELEMENTARY	Meets AYP	Progressing
SANDIA ELEMENTARY	Meets AYP	Progressing	W.D. GATTIS JR HIGH	AYP Not Met	SI-2 suspended
YUCCA JR HIGH	AYP Not Met	SI-2 suspended	ZIA ELEMENTARY	Meets AYP	Progressing

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

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

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
All Students in Grades 3, 4 & 5	Reading Proficiency	49	56.8	71.2	49.7	45.9	67.7	70.0	48.5	23.3	9.4
All students in Grades 6, 7 & 8	Reading Proficiency	42	50.6	67.5	40.3	38.1	81.3	64.3	40.5	16.2	5.3
All Students in Grades 9 & 11	Reading Proficiency	45	47.4	64.4	34.0	34.4	63.6	63.6	37.0	12.2	7.0
BARRY ELEMENTARY	Reading Proficiency	44	69.3	75.7	60.0	50.0	***	***	64.4	***	29.4
BELLA VISTA ELEM	Reading Proficiency	44	50.0	78.6	45.7	41.9	***	***	50.0	28.6	<1.0
CAMEO ELEMENTARY	Reading Proficiency	44	36.5	37.0	39.1	35.2	***	***	36.4	18.2	<1.0
CLOVIS HIGH	Reading Proficiency	45	47.7	59.9	39.6	35.4	***	***	35.3	24.0	6.4
HIGHLAND ELEMENTARY	Reading Proficiency	44	61.2	75.3	***	50.0	***	***	53.1	***	6.3
JAMES BICKLEY ELEM	Reading Proficiency	44	39.3	41.2	***	36.5	***	***	39.3	16.7	<1.0
LA CASITA ELEMENTARY	Reading Proficiency	44	33.0	***	***	32.0	***	***	33.3	18.5	6.7
LOCKWOOD ELEMENTARY	Reading Proficiency	44	39.8	56.4	***	33.9	***	***	39.6	20.6	<1.0
MARSHALL JR HIGH	Reading Proficiency	45	48.6	66.9	46.4	35.2	***	***	40.1	18.4	9.1
MESA ELEMENTARY	Reading Proficiency	44	79.2	86.2	50.0	63.3	***	***	70.0	***	25.0
PARKVIEW ELEMENTARY	Reading Proficiency	44	49.4	69.8	***	38.2	***	***	48.8	18.2	<1.0
RANCHVALE ELEMENTARY	Reading Proficiency	44	77.2	74.3	***	75.0	***	***	75.0	***	***
SANDIA ELEMENTARY	Reading Proficiency	44	56.0	55.9	50.0	56.8	***	***	50.6	***	12.5
W.D. GATTIS JR HIGH	Reading Proficiency	45	42.8	60.5	33.7	38.6	***	***	43.6	4.8	5.0
YUCCA JR HIGH	Reading Proficiency	45	63.1	73.6	55.9	49.2	61.5	***	47.1	17.2	10.9
ZIA ELEMENTARY	Reading Proficiency	44	80.4	80.4	***	81.8	70.0	***	66.7	***	***
All Students in Grades 3, 4 & 5	Math Proficiency	33	49.2	65.8	35.3	37.5	67.7	60.0	40.9	28.3	12.1
All students in Grades 6, 7 & 8	Math Proficiency	20	31.1	44.6	22.2	21.2	62.5	28.6	21.7	7.1	.6
All Students in Grades 9 & 11	Math Proficiency	27	34.1	49.0	25.5	21.9	63.6	45.5	25.9	10.8	2.3
BARRY ELEMENTARY	Math Proficiency	28	71.1	82.4	45.0	50.0	***	***	66.1	***	17.7
BELLA VISTA ELEM	Math Proficiency	28	42.0	64.3	32.6	38.7	***	***	42.0	35.7	3.9
CAMEO ELEMENTARY	Math Proficiency	28	16.7	37.0	4.4	14.3	***	***	16.2	4.6	<1.0
CLOVIS HIGH	Math Proficiency	27	26.7	38.1	20.8	14.2	***	***	13.9	4.0	1.6
HIGHLAND ELEMENTARY	Math Proficiency	28	44.9	53.3	***	36.7	***	***	38.5	***	<1.0
JAMES BICKLEY ELEM	Math Proficiency	28	29.7	35.3	***	26.0	***	***	29.7	11.1	<1.0
LA CASITA ELEMENTARY	Math Proficiency	28	29.7	***	***	29.7	***	***	30.1	24.4	6.7
LOCKWOOD ELEMENTARY	Math Proficiency	28	27.1	43.6	***	21.0	***	***	27.4	8.8	<1.0
MARSHALL JR HIGH	Math Proficiency	23	25.6	35.0	35.7	17.0	***	***	20.9	8.2	7.3
MESA ELEMENTARY	Math Proficiency	28	74.5	81.2	40.0	66.7	***	***	68.0	***	25.0
PARKVIEW ELEMENTARY	Math Proficiency	28	47.0	56.6	***	42.2	***	***	47.0	40.9	<1.0
RANCHVALE ELEMENTARY	Math Proficiency	28	75.4	74.3	***	75.0	***	***	75.0	***	***
SANDIA ELEMENTARY	Math Proficiency	28	50.3	54.4	28.6	50.0	***	***	41.8	***	18.8

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 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				
W.D. GATTIS JR HIGH	Math Proficiency	23	26.2	40.7	19.3	22.3	***	***	26.6	7.1	<1.0	
YUCCA JR HIGH	Math Proficiency	23	46.5	57.7	44.1	31.5	53.9	***	28.3	10.4	1.8	
ZIA ELEMENTARY	Math Proficiency	28	65.4	67.5	***	51.5	80.0	***	50.0	***	***	
All Students in Grades 3, 4 & 5	Attendance Rate	92	97.0	97.0	97.3	96.9	97.7	97.0	96.9	97.7	96.4	
All students in Grades 6, 7 & 8	Attendance Rate	92	96.9	97.1	97.5	96.6	98.5	96.7	96.7	96.6	95.4	
BARRY ELEMENTARY	Attendance Rate	92	96.8	96.8	96.9	96.8	***	***	96.7	***	95.9	
BELLA VISTA ELEM	Attendance Rate	92	96.5	96.4	97.5	96.2	***	***	96.5	96.3	96.6	
CAMEO ELEMENTARY	Attendance Rate	92	95.6	96.2	96.3	95.3	***	***	95.7	94.8	95.3	
HIGHLAND ELEMENTARY	Attendance Rate	92	96.7	97.1	***	96.2	***	***	96.6	***	95.9	
JAMES BICKLEY ELEM	Attendance Rate	92	96.4	96.5	***	96.3	***	***	96.4	96.7	95.3	
LA CASITA ELEMENTARY	Attendance Rate	92	98.7	***	***	98.8	***	***	98.7	98.8	98.3	
LOCKWOOD ELEMENTARY	Attendance Rate	92	96.4	95.9	***	96.5	***	***	96.5	96.7	95.6	
MARSHALL JR HIGH	Attendance Rate	92	96.9	97.1	98.5	96.5	***	***	96.6	96.8	96.2	
MESA ELEMENTARY	Attendance Rate	92	96.3	96.2	96.1	96.8	***	***	96.1	***	95.2	
PARKVIEW ELEMENTARY	Attendance Rate	92	96.9	97.4	***	96.5	***	***	97.0	97.9	96.6	
RANCHVALE ELEMENTARY	Attendance Rate	92	97.1	97.3	***	96.6	***	***	97.0	***	***	
SANDIA ELEMENTARY	Attendance Rate	92	96.8	96.6	96.8	96.8	***	***	96.7	***	95.6	
W.D. GATTIS JR HIGH	Attendance Rate	92	95.8	96.4	96.9	95.1	***	***	96.0	94.7	94.1	
YUCCA JR HIGH	Attendance Rate	92	97.0	97.2	98.0	96.7	98.6	***	96.6	96.6	96.2	
ZIA ELEMENTARY	Attendance Rate	92	98.4	98.3	***	98.4	99.4	***	98.4	***	***	
All Students in Grade 12	Graduation Rate	90	89.6	95.7	90.6	82.8	85.7	100.0	88.7	59.1	93.0	
CLOVIS HIGH	Graduation Rate	90	89.3	95.2	88.4	83.0	***	***	89.0	53.9	94.1	

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	319	9	50	29	12	0	100	319	7	46	42	5	0
	Male	100	312	4	38	34	25	0	100	312	7	40	45	8	0
Ethnicity	Caucasian	100	245	13	57	19	11	0	100	245	13	56	28	3	0
	African-American	100	59	2	32	44	22	0	100	59	2	22	61	15	0
	Hispanic	100	313	3	36	38	23	0	100	313	4	37	52	7	0
	Asian/Pacific	100	12	8	42	42	8	0	100	12	8	50	42	0	0
	American Indian ¹	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD ²	100	67	1	13	22	63	0	100	67	3	19	48	30	0
	ELL ³	100	79	3	18	47	33	0	100	79	4	35	53	8	0
	FRLP	100	465	4	38	35	22	0	100	465	4	39	49	8	0
	Migrant	1.00	6	***	***	***	***	0	1.00	6	***	***	***	***	0
All Students	2006-07	100	631	6	44	31	18	0	100	631	7	43	43	6	0
	2005-06	100	597	5	51	29	15	0	100	597	6	49	38	6	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	279	17	46	27	10	0	100	279	15	37	42	5	0
	Male	100	298	8	44	35	12	0	100	298	16	40	39	5	0
Ethnicity	Caucasian	100	213	23	47	23	6	0	100	213	26	45	26	3	0
	African-American	100	61	7	46	30	18	0	100	61	10	36	43	11	0
	Hispanic	99	286	6	42	37	14	1	99	286	7	35	51	6	1
	Asian/Pacific	100	12	25	58	17	0	0	100	12	50	25	25	0	0
	American Indian ¹	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Status	SWD ²	100	52	4	6	33	58	0	100	52	2	12	63	23	0
	ELL ³	100	79	8	27	47	19	0	100	79	13	19	63	5	0
	FRLP	100	432	9	40	36	14	0	100	432	10	36	47	6	0
	Migrant	1.00	3	***	***	***	***	0	1.00	3	***	***	***	***	0
All Students	2006-07	100	577	12	45	31	11	0	100	577	16	38	40	5	0
	2005-06	100	633	11	47	32	11	0	100	634	12	40	40	8	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	307	21	50	22	7	0	100	307	9	37	46	7	0
	Male	100	322	8	47	30	16	0	100	323	8	31	49	12	0
Ethnicity	Caucasian	100	268	21	52	21	7	0	100	268	14	45	37	4	0
	African-American	100	63	6	54	30	10	0	100	63	3	29	54	14	0
	Hispanic	100	282	10	44	30	17	0	100	283	4	25	57	15	0
	Asian/Pacific	100	12	33	33	33	0	0	100	12	33	33	33	0	0
	American Indian ¹	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Status	SWD ²	100	64	2	11	23	64	0	100	64	5	3	61	31	0
	ELL ³	100	61	3	21	46	30	0	100	62	0	8	68	24	0
	FRLP	100	439	10	45	31	14	0	100	440	5	28	54	13	0
	Migrant	1.00	1	***	***	***	***	0	1.00	1	***	***	***	***	0
All Students	2006-07	100	629	14	48	26	11	0	100	630	9	34	48	10	0
	2005-06	100	583	15	47	29	8	0	100	584	8	32	48	12	0
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	296	8	45	40	7	0	100	296	9	30	48	14	0
	Male	100	284	2	33	51	13	0	100	284	6	26	48	20	0
Ethnicity	Caucasian	100	228	9	53	34	4	0	100	228	15	38	39	9	0
	African-American	100	53	4	36	40	21	0	100	53	0	25	45	30	0
	Hispanic	100	286	3	28	56	14	0	100	286	2	21	56	21	0
	Asian/Pacific	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	American Indian ¹	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Status	SWD ²	100	61	2	5	34	59	0	100	61	0	2	33	66	0
	ELL ³	100	87	0	15	59	26	0	100	87	1	8	56	34	0
	FRLP	100	416	2	32	52	14	0	100	416	5	21	52	22	0
	Migrant	1.00	6	***	***	***	***	0	1.00	6	***	***	***	***	0
All Students	2006-07	100	580	6	39	45	10	0	100	580	7	28	48	17	0
	2005-06	100	591	5	40	45	9	0	100	591	8	24	50	18	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	293	12	49	31	7	0	100	293	4	24	46	26	0
	Male	99	304	6	39	42	12	1	99	304	4	22	48	25	1
Ethnicity	Caucasian	99	213	16	56	24	2	1	99	213	8	35	45	11	1
	African-American	100	73	4	37	42	16	0	100	73	1	21	40	38	0
	Hispanic	99	297	4	36	45	13	1	100	297	2	14	50	33	0
	Asian/Pacific	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	American Indian ¹	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Status	SWD ²	100	69	0	6	45	49	0	100	69	0	0	29	71	0
	ELL ³	100	84	4	21	48	27	0	100	84	0	5	44	51	0
	FRLP	99	408	5	38	44	12	1	100	408	2	16	48	33	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	597	9	44	37	10	1	99	597	4	23	47	26	1
	2005-06	100	606	4	52	33	10	0	100	606	3	25	47	24	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	264	3	57	31	9	0	100	264	0	27	56	17	0
	Male	100	323	1	46	37	16	0	100	323	3	26	52	19	0
Ethnicity	Caucasian	100	250	3	60	29	8	0	100	250	4	33	53	10	0
	African-American	100	55	0	47	36	16	0	100	55	0	24	47	29	0
	Hispanic	100	270	0	42	39	18	0	100	270	0	20	57	23	0
	Asian/Pacific	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	American Indian ¹	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Status	SWD ²	100	82	0	9	41	50	0	100	82	0	1	38	61	0
	ELL ³	100	64	0	14	50	36	0	100	64	0	8	45	47	0
	FRLP	100	387	1	43	40	16	0	100	387	0	19	59	22	0
	Migrant	1.00	4	***	***	***	***	0	1.00	4	***	***	***	***	0
All Students	2006-07	100	587	2	51	34	13	0	100	587	2	26	54	18	0
	2005-06	100	612	1	50	37	11	0	100	612	3	26	51	20	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	318	2	53	26	19	0	100	318	6	36	47	10	0
	Male	100	292	1	45	31	23	0	100	292	7	38	46	10	0
Ethnicity	Caucasian	100	249	3	68	20	9	0	100	249	12	49	36	3	0
	African-American	100	52	0	42	37	21	0	100	52	0	37	48	15	0
	Hispanic	100	298	1	34	35	31	0	100	298	2	27	56	15	0
	Asian/Pacific	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	American Indian ¹	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Status	SWD ²	100	74	4	9	24	62	0	99	74	3	4	55	36	1
	ELL ³	100	57	0	7	37	56	0	100	57	2	16	58	25	0
	FRLP	100	395	1	39	32	28	0	100	395	4	30	53	13	0
	Migrant	1.00	5	***	***	***	***	0	1.00	5	***	***	***	***	0
All Students	2006-07	100	610	2	49	29	21	0	100	610	7	37	47	10	0
	2005-06	100	619	1	55	28	16	0	100	619	6	36	47	10	0
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	288	4	44	34	17	1	100	288	3	24	48	25	0
	Male	100	290	4	33	41	22	0	99	290	4	16	46	33	1
Ethnicity	Caucasian	100	239	6	50	33	10	0	99	239	5	30	47	18	1
	African-American	100	69	4	26	41	29	0	100	69	3	12	42	43	0
	Hispanic	99	255	1	31	42	25	1	100	255	2	11	49	37	0
	Asian/Pacific	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	American Indian ¹	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Status	SWD ²	100	80	0	5	39	56	0	99	80	0	1	25	73	1
	ELL ³	100	34	3	21	35	41	0	100	34	0	3	50	47	0
	FRLP	99	259	2	28	42	28	1	100	259	2	9	48	40	0
	Migrant	1.00	1	***	***	***	***	0	1.00	1	***	***	***	***	0
All Students	2006-07	99	578	4	38	38	20	1	99	578	3	20	47	29	1
	2005-06	99	499	7	39	36	18	1	99	499	3	18	48	30	1
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
Best, Max	8
Bryant, Lola	25
Harlan, Lora	30
Lansford, Mark	9
Martin, Terry	19

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	31,193,892	64
Instructional Support Services	17,637,691	36
Students	4,654,848	26
Instruction	1,127,679	6
General Administration	650,598	4
School Administration	3,193,719	18
Central Services	1,580,354	9
Operations & Maintenance	6,430,492	36
Student Transportation	0	0
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	48,831,583	

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	612	56.5	43.0	0.5
BARRY ELEMENTARY	24	58.3	41.7	0.0
BELLA VISTA ELEM	29	51.7	48.3	0.0
CAMEO ELEMENTARY	28	53.6	42.9	0.0
CLOVIS DISTRICT OFF	5	40.0	60.0	***
CLOVIS HIGH	114	56.1	43.0	0.3
HIGHLAND ELEMENTARY	25	68.0	32.0	0.0
JAMES BICKLEY ELEM	30	63.3	36.7	0.0
LA CASITA ELEMENTARY	34	73.5	26.5	0.0
LINCOLN JACKSON ARTS	6	50.0	50.0	***
LOCKWOOD ELEMENTARY	28	82.1	17.9	0.0
LOS NINOS	7	57.1	42.9	***
MARSHALL MIDDLE	53	50.9	49.1	3.8
MESA ELEMENTARY	31	54.8	45.2	0.0
PARKVIEW ELEMENTARY	32	68.8	31.3	0.0
RANCHVALE ELEMENTARY	20	40.0	60.0	0.0
SANDIA ELEMENTARY	24	33.3	66.7	0.0
W.D. GATTIS FRESHMAN	41	51.2	46.3	0.0
YUCCA MIDDLE	53	58.5	41.5	0.0
ZIA ELEMENTARY	28	39.3	60.7	0.0

* See explanation of data source on last page.

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

*** = missing or not available

Parent Survey on the Quality of Education Spring 2007

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

- Q1. My child is safe at school.
- Q2. My child's school building is in good repair and has sufficient space to support quality education.
- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0	
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7	
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1	
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1	
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1	
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0	
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4	
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4	
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1	
DISTRICT WIDE TOTALS	***	***	***	***	***	***	***	***	***	***	***	***	***	***
BARRY ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
BELLA VISTA ELEM	***	***	***	***	***	***	***	***	***	***	***	***	***	***
CAMEO ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
CLOVIS HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***	***
HIGHLAND ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
JAMES BICKLEY ELEM	***	***	***	***	***	***	***	***	***	***	***	***	***	***
LA CASITA ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
LOCKWOOD ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
MARSHALL JR HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***	***
MESA ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
PARKVIEW ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
RANCHVALE	***	***	***	***	***	***	***	***	***	***	***	***	***	***
SANDIA ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
W.D. GATTIS JR HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***	***
YUCCA JR HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***	***
ZIA ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***

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%).