



ADEQUATE YEARLY PROGRESS SUMMARY

CLOVIS MUNICIPAL SCHOOLS

AYP Rating: AYP Not Met

Improvement Status: CA

	Total Number	Percent
Schools rated in district	16	100
Schools in School Improvement	2	13
Schools in Corrective Action	1	6
Schools in Restructuring	2	13

THIS REPORT INCLUDES:

- District Student Demographics
- ESEA District Summary
- ESEA Accountability by Subgroup
- 4th and 8th Grade NAEP Assessments
- 3rd, 4th, 5th, 6th, 7th, 8th and 11th Grade State Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

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 Elementary & Secondary Education Act (ESEA) 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 says, "The Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D).

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).

2007-2008 STUDENT DEMOGRAPHICS*

	CLOVIS MUNICIPAL SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	3879	48.2	157911	48.9
Male	4172	51.8	165190	51.1
Caucasian	2994	37.2	95275	29.5
African-American	764	9.5	8424	2.6
Hispanic	4111	51.1	17918	55.5
Asian/Pacific Islander	114	1.4	4441	1.4
American Indian	68	0.8	35780	11.1
English Language Learners	767	9.5	59903	18.5
Students with Disabilities	1098	13.6	48691	15.1
Free/Reduced Lunch Program	5573	69.2	205601	63.6
Migrant	36	0.4	616	0.2

*Source: STARS 120th day submission to Public Education Department.

Adequate Yearly Progress**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	SI-1
CAMEO ELEMENTARY	AYP Not Met	R-2	CLOVIS HIGH	AYP Not Met	R-1
HIGHLAND ELEMENTARY	Meets AYP	Progressing	JAMES BICKLEY ELEM	AYP Not Met	Progressing
LA CASITA ELEMENTARY	AYP Not Met	SI-1	LOCKWOOD ELEMENTARY	AYP Not Met	CA
MARSHALL MIDDLE	AYP Not Met	Progressing	MESA ELEMENTARY	Meets AYP	Progressing
PARKVIEW ELEMENTARY	AYP Not Met	Progressing	RANCHVALE ELEMENTARY	Meets AYP	Progressing
SANDIA ELEMENTARY	Meets AYP	Progressing	W.D. GATTIS FRESHMAN	AYP Not Met	Progressing
YUCCA MIDDLE	AYP Not Met	Progressing	ZIA ELEMENTARY	Meets AYP	Progressing

ESEA 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	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	57.5	77.2	45.1	45.8	73.9	***	49.6	34.2	13.7	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	56.9	71.6	51.6	46.1	89.5	73.3	47.6	21.4	12.6	
District Wide-Grades 11	Reading Proficiency	56	51.3	62.6	50.0	42.1	***	***	37.1	19.2	4.8	
BARRY ELEMENTARY	Reading Proficiency	55	69.8	75.0	73.3	54.6	***	***	68.5	***	41.7	
BELLA VISTA ELEM	Reading Proficiency	55	49.7	72.7	48.8	42.5	***	***	49.7	26.3	8.3	
CAMEO ELEMENTARY	Reading Proficiency	55	37.8	50.0	45.5	34.1	***	***	37.8	18.2	5.3	
CLOVIS HIGH	Reading Proficiency	56	51.4	63.0	50.0	42.1	***	***	37.1	19.2	4.8	
HIGHLAND ELEMENTARY	Reading Proficiency	55	54.6	68.8	14.3	50.0	***	***	48.1	***	<2.0	
JAMES BICKLEY ELEM	Reading Proficiency	55	43.0	55.6	40.0	37.9	***	***	43.0	47.6	<2.0	
LA CASITA ELEMENTARY	Reading Proficiency	55	36.5	***	***	36.7	***	***	36.5	30.8	4.6	
LOCKWOOD ELEMENTARY	Reading Proficiency	55	36.8	47.1	***	34.1	***	***	36.8	18.9	<2.0	
MARSHALL MIDDLE	Reading Proficiency	56	51.0	69.6	41.9	42.9	***	***	45.6	13.6	14.3	
MESA ELEMENTARY	Reading Proficiency	55	81.4	85.7	75.0	62.9	***	***	73.0	***	28.6	
PARKVIEW ELEMENTARY	Reading Proficiency	55	46.5	58.6	50.0	38.1	***	***	46.5	26.3	13.3	
RANCHVALE ELEMENTARY	Reading Proficiency	55	81.4	86.7	***	***	***	***	75.0	***	***	
SANDIA ELEMENTARY	Reading Proficiency	55	66.9	68.3	50.0	68.2	***	***	66.4	***	16.7	
W.D. GATTIS FRESHMAN	Reading Proficiency	56	***	***	***	***	***	***	***	***	***	
YUCCA MIDDLE	Reading Proficiency	56	71.1	84.4	75.0	56.2	***	***	56.9	35.6	13.9	
ZIA ELEMENTARY	Reading Proficiency	55	79.1	82.6	***	65.8	***	***	68.9	***	***	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	51.8	70.8	35.4	41.2	69.6	***	43.7	40.1	19.2	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	34.6	52.7	22.6	22.9	79.0	33.3	24.8	7.0	5.7	
District Wide-Grades 11	Math Proficiency	40	32.4	47.3	19.1	21.7	***	***	17.0	3.9	3.2	
BARRY ELEMENTARY	Math Proficiency	41	77.1	85.7	66.7	63.6	***	***	77.8	***	50.0	
BELLA VISTA ELEM	Math Proficiency	41	32.6	42.4	23.3	33.0	***	***	32.6	21.1	8.3	
CAMEO ELEMENTARY	Math Proficiency	41	23.6	50.0	18.2	20.5	***	***	23.6	18.2	10.5	
CLOVIS HIGH	Math Proficiency	40	32.5	47.5	19.1	21.7	***	***	17.0	3.9	3.2	
HIGHLAND ELEMENTARY	Math Proficiency	41	41.3	46.9	7.1	43.8	***	***	35.9	***	12.5	
JAMES BICKLEY ELEM	Math Proficiency	41	34.8	47.2	40.0	28.2	***	***	34.8	47.6	<2.0	
LA CASITA ELEMENTARY	Math Proficiency	41	29.7	***	***	31.1	***	***	29.7	30.0	18.2	
LOCKWOOD ELEMENTARY	Math Proficiency	41	35.6	47.1	***	32.5	***	***	35.6	37.8	5.9	
MARSHALL MIDDLE	Math Proficiency	35	23.2	40.2	16.3	16.1	***	***	17.7	3.0	6.1	
MESA ELEMENTARY	Math Proficiency	41	75.8	78.9	66.7	62.9	***	***	71.4	***	23.8	
PARKVIEW ELEMENTARY	Math Proficiency	41	47.7	53.5	58.3	44.3	***	***	47.7	47.4	13.3	
RANCHVALE ELEMENTARY	Math Proficiency	41	69.8	76.7	***	***	***	***	60.0	***	***	
SANDIA ELEMENTARY	Math Proficiency	41	60.2	66.7	37.5	60.0	***	***	60.3	***	41.7	

ESEA 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	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP			
W.D. GATTIS FRESHMAN	Math Proficiency	40	***	***	***	***	***	***	***	***	***	***
YUCCA MIDDLE	Math Proficiency	35	44.8	63.2	50.0	24.3	***	***	27.6	3.4	2.8	
ZIA ELEMENTARY	Math Proficiency	41	71.6	75.8	***	52.6	***	***	55.6	***	***	
All Students-Grade K-5	Attendance Rate	92	96.8	96.9	96.6	96.7	97.3	***	96.7	97.5	95.7	
All Students-Grades 6, 7 & 8	Attendance Rate	92	96.5	96.5	96.7	96.4	98.6	95.0	96.2	96.4	95.4	
BARRY ELEMENTARY	Attendance Rate	92	95.9	96.0	96.7	95.4	***	***	95.8	***	95.6	
BELLA VISTA ELEM	Attendance Rate	92	95.1	95.5	95.8	94.8	***	***	95.1	94.1	94.7	
CAMEO ELEMENTARY	Attendance Rate	92	95.8	95.6	96.1	95.8	***	***	95.8	96.0	95.8	
HIGHLAND ELEMENTARY	Attendance Rate	92	96.0	96.6	97.1	95.3	***	***	95.8	***	95.6	
HOMEBOUND/HOSPITAL	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
JAMES BICKLEY ELEM	Attendance Rate	92	96.1	96.1	96.5	96.0	***	***	96.1	95.7	94.3	
LA CASITA ELEMENTARY	Attendance Rate	92	98.3	***	***	98.3	***	***	98.3	98.5	97.7	
LOCKWOOD ELEMENTARY	Attendance Rate	92	95.7	95.7	***	95.7	***	***	95.7	96.2	95.3	
MARSHALL MIDDLE	Attendance Rate	92	96.5	96.5	96.8	96.4	***	***	96.2	96.1	95.5	
MESA ELEMENTARY	Attendance Rate	92	96.0	95.9	96.6	96.0	***	***	95.8	***	95.8	
MISC PRIVATE	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
PARKVIEW ELEMENTARY	Attendance Rate	92	96.4	97.0	95.8	96.2	***	***	96.5	96.2	95.7	
RANCHVALE ELEMENTARY	Attendance Rate	92	96.6	96.6	***	***	***	***	96.6	***	***	
SANDIA ELEMENTARY	Attendance Rate	92	96.5	96.1	97.0	96.7	***	***	96.3	***	94.9	
ZIA ELEMENTARY	Attendance Rate	92	98.1	98.0	***	98.1	***	***	97.9	***	***	
All Students in Grade 12	Graduation Rate	90	89.6	95.7	90.6	82.8	***	***	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	
W.D. GATTIS FRESHMAN	Graduation Rate	90	.	***	***	***	***	***	***	***	***	
YUCCA MIDDLE	Graduation Rate	90	***	***	.	.	.	

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2007 (reading and mathematics), and from 2005 (science).

4th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
Overall	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
New Mexico	5	19	34	42	2	22	46	30	1	16	37	45
Nation	7	24	34	34	5	33	43	19	2	25	39	34

8th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
Overall	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
New Mexico	1	17	45	38	3	15	39	43	1	17	28	54
Nation	2	27	43	27	7	24	39	30	3	24	30	43

¹ Basic is defined as partial mastery, Proficient is solid academic performance and competency over challenging subject matter and Advanced is superior performance

² Basic is most comparable to the Proficiency level on the Standards Based Assessment

State Assessment Results for District (excluding charter schools)

Students in New Mexico schools are assessed in Reading, Mathematics and Science in the 3rd through 8th 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 2007-08 school year. The assessments were administered during March 2008. 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						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	290	12	50	26	12	100	290	7	44	43	5	100	289	10	73	15	1
Male	100	339	11	47	28	14	100	339	7	48	39	6	100	339	13	70	17	1
Caucasian	100	232	18	65	12	6	100	232	14	58	26	3	100	231	21	72	6	0
Black	100	65	12	34	34	20	100	65	2	35	54	9	100	65	6	66	22	6
Hispanic	100	327	7	39	36	18	100	327	4	41	49	6	99	327	6	72	22	1
Asian	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***
Am.Indian ¹	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
SWD ²	100	58	3	21	26	50	100	58	7	24	53	16	100	59	7	54	36	3
ELL ³	100	98	4	30	48	18	100	98	5	47	43	5	98	98	1	71	24	1
FRLP ⁴	100	478	7	43	33	16	100	478	5	41	47	6	100	476	7	71	20	1
Migrant	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
All 2007-08	100	629	11	48	27	13	100	629	7	46	41	5	100	628	11	71	16	1
All 2006-07	100	631	6	44	31	18	100	631	7	43	43	6	100	631	10	68	20	2
NM2007-08	99	24,878	11	48	27	14	99	24,878	7	37	48	8	99	24,868	12	68	19	1
NM2006-07	99	24,323	6	49	30	16	99	24,329	5	39	49	8	99	24,320	11	68	20	1

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

4rd Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	313	14	48	26	12	100	313	13	40	40	6	100	313	2	53	42	3
Male	100	291	8	40	36	15	100	291	13	32	49	7	100	291	2	48	45	5
Caucasian	100	228	19	54	21	7	100	228	22	43	32	3	100	227	4	69	26	2
Black	100	47	4	38	34	23	100	47	4	32	51	13	100	47	0	36	55	9
Hispanic	100	319	7	37	38	17	100	319	8	32	52	8	100	320	1	40	54	5
Asian	***	8	***	***	***	***	***	8	***	***	***	***	***	8	***	***	***	***
Am.Indian ¹	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
SWD ²	100	59	2	8	29	61	100	59	3	10	68	19	100	59	0	20	69	10
ELL ³	100	76	5	22	46	26	100	76	7	24	59	11	100	76	1	18	74	7
FRLP ⁴	100	459	9	40	35	16	100	459	8	32	51	8	100	458	2	42	51	5
Migrant	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
All 2007-08	100	604	11	44	31	13	100	604	13	36	44	6	100	604	2	51	43	4
All 2006-07	100	577	12	45	31	11	100	577	16	38	40	5	100	577	3	55	38	4
NM2007-08	99	24,364	8	43	34	15	99	24,367	7	32	52	8	99	24,357	2	48	45	4
NM2006-07	99	24,231	10	44	33	12	99	24,237	11	35	45	9	99	24,226	3	52	40	4

5th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	267	16	46	34	4	100	267	13	39	43	5	100	267	1	45	50	3
Male	100	288	10	45	35	10	100	288	14	35	43	8	100	288	3	43	49	5
Caucasian	100	197	23	49	24	4	100	197	22	45	30	3	100	197	4	60	34	2
Black	100	50	10	44	28	18	100	50	8	28	52	12	100	50	2	38	50	10
Hispanic	100	290	6	44	43	8	100	290	7	32	52	9	100	290	1	33	61	4
Asian	100	11	27	55	9	9	100	11	36	45	9	9	100	11	9	73	18	0
Am.Indian ¹	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
SWD ²	100	49	0	2	47	51	100	49	0	6	61	33	100	49	0	10	73	16
ELL ³	100	84	2	37	51	10	100	84	4	29	62	6	100	84	0	27	68	5
FRLP ⁴	100	421	9	43	40	9	100	421	8	34	49	9	100	421	1	37	57	5
Migrant	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
All 2007-08	100	555	13	46	34	7	100	555	13	37	43	7	100	555	2	44	50	4
All 2006-07	100	629	14	48	26	11	100	630	9	34	48	10	100	629	2	45	47	5
NM2007-08	99	24,274	11	45	35	8	99	24,274	9	32	48	12	99	24,270	4	43	49	4
NM2006-07	99	23,998	14	45	32	9	99	24,013	7	29	51	12	99	23,998	3	41	51	5

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

6th Grade	READING						MATHEMATICS						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	296	9	44	40	6	100	296	5	32	54	9	100	296	2	30	59	9
Male	100	313	4	42	41	13	100	313	6	31	50	13	100	313	2	34	51	13
Caucasian	100	241	10	50	34	7	100	241	7	44	43	6	100	241	4	46	45	5
Black	100	62	6	35	52	6	100	62	3	18	68	11	100	62	0	21	71	8
Hispanic	100	288	3	39	45	13	100	288	3	25	57	15	100	288	0	22	61	17
Asian	100	12	33	42	25	0	100	12	50	25	25	0	100	12	8	58	25	8
Am.Indian ¹	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***
SWD ²	100	63	2	3	38	57	100	63	2	8	41	49	100	63	0	11	49	40
ELL ³	100	64	0	16	63	22	100	64	0	17	64	19	100	64	0	9	69	22
FRLP ⁴	100	454	4	39	46	12	100	454	3	26	57	13	100	454	1	25	61	13
Migrant	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
All 2007-08	100	609	7	43	41	10	100	609	5	32	52	11	100	609	2	32	55	11
All 2006-07	100	580	6	39	45	10	100	580	7	28	48	17	100	580	1	36	54	9
NM2007-08	99	23,666	6	37	46	11	99	23,666	5	23	58	13	99	23,653	3	28	56	13
NM2006-07	99	24,110	5	33	48	15	99	24,119	5	22	52	21	99	24,115	2	32	53	12

7th Grade	READING						MATHEMATICS						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	287	7	56	30	7	100	287	5	29	50	15	100	287	1	31	54	15
Male	100	281	7	46	32	15	99	281	8	22	52	18	100	281	1	32	47	19
Caucasian	100	211	12	64	20	4	100	211	12	39	42	7	100	211	3	51	41	6
Black	98	50	4	48	30	16	98	50	4	14	50	30	100	50	0	26	48	26
Hispanic	100	293	3	41	40	16	99	293	2	17	59	22	100	293	0	17	59	24
Asian	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***
Am.Indian ¹	***	8	***	***	***	***	***	8	***	***	***	***	***	8	***	***	***	***
SWD ²	98	62	6	8	24	60	98	62	0	5	40	53	100	62	0	10	27	63
ELL ³	99	87	0	24	47	28	98	87	0	3	61	33	100	87	0	5	57	38
FRLP ⁴	99	368	2	45	37	15	99	368	2	17	58	22	100	368	1	18	58	23
Migrant	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
All 2007-08	100	568	7	51	31	11	99	568	7	25	51	17	100	568	1	32	50	17
All 2006-07	99	597	9	44	37	10	99	597	4	23	47	26	100	596	3	29	48	20
NM2007-08	99	23,964	8	43	37	12	95	23,964	6	24	51	18	99	23,954	2	31	51	15
NM2006-07	99	24,666	8	42	39	10	99	24,663	5	20	49	25	99	24,654	2	28	51	18

State Assessments Results for District (excluding charter schools)

8th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	275	7	61	26	5	99	275	5	28	50	16	99	274	1	20	60	18
Male	100	288	3	54	35	9	100	288	3	31	51	15	99	287	0	25	54	20
Caucasian	99	195	8	70	19	2	98	195	9	43	42	5	99	193	1	42	49	7
Black	100	68	1	56	34	9	99	68	0	28	54	16	99	68	0	21	56	22
Hispanic	100	287	3	50	37	10	100	287	1	20	55	24	99	287	0	10	63	26
Asian	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
Am.Indian ¹	***	8	***	***	***	***	***	8	***	***	***	***	***	8	***	***	***	***
SWD ²	99	77	0	18	45	35	99	77	0	4	36	58	99	76	0	5	41	53
ELL ³	99	77	0	26	56	17	100	77	0	4	64	32	100	77	0	4	58	38
FRLP ⁴	100	369	1	51	37	10	100	369	2	22	54	22	99	368	0	14	61	24
Migrant	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
All 2007-08	99	563	5	58	30	7	99	563	4	29	50	16	99	561	0	23	57	19
All 2006-07	100	587	2	51	34	13	100	587	2	26	54	18	100	586	1	22	61	16
NM2007-08	99	24,576	5	58	29	7	99	24,579	7	30	49	14	99	24,564	1	25	58	15
NM2006-07	99	25,103	3	53	34	10	99	25,102	5	25	50	19	99	25,083	1	23	62	14

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ -Economically Disadvantaged

11th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	247	7	47	34	11	98	247	4	21	44	29	99	242	1	26	66	7
Male	100	286	4	40	35	21	100	286	8	26	31	35	99	286	1	34	53	11
Caucasian	100	205	8	52	28	11	100	205	12	33	35	20	100	204	2	45	49	4
Black	100	49	0	45	27	29	100	49	4	12	39	45	98	49	0	10	73	14
Hispanic	99	260	3	36	42	18	99	260	3	17	39	40	99	256	0	23	64	12
Asian	100	11	36	45	18	0	100	11	9	73	0	18	100	11	9	45	45	0
Am.Indian ¹	***	8	***	***	***	***	***	8	***	***	***	***	***	8	***	***	***	***
SWD ²	97	76	0	5	36	57	97	76	0	3	29	66	99	75	0	3	57	39
ELL ³	100	27	0	19	37	44	100	27	4	0	22	74	100	23	0	4	65	30
FRLP ⁴	99	268	3	33	41	22	99	268	3	13	40	43	99	263	0	19	65	14
Migrant	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
All 2007-08	99	533	6	43	35	16	99	533	6	24	37	32	99	528	1	30	59	9
All 2006-07	99	578	4	38	38	20	99	578	3	20	47	29	***	3	***	***	***	***
NM2007-08	98	20,363	6	44	36	12	98	20,365	9	25	40	25	96	20,104	2	32	55	7
NM2006-07	98	19,936	7	41	36	15	97	19,939	7	25	44	22						

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ -Economically Disadvantaged

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	15
Bryant, Lola	20
Harlan, Lora	31
Lansford, Mark	5
Martin, Terry	32

Source: 2007-08 New Mexico School Board Association annual report.

Data on School Expenditures

Includes state general fund operational moneys only for 2007-2008

	Expenditure	Percent
Direct Instruction	32,272,261	63
Instructional Support Services	18,793,893	37
Students	5,279,328	28
Instruction	1,302,697	7
General Administration	785,272	4
School Administration	3,715,079	20
Central Services	1,222,573	7
Operations & Maintenance	6,488,944	35
Student Transportation	0	0
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	74,324	<1
Total Expenditures	51,140,479	

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: 0.14% DISTRICT: 0.00%

	Core Classes not taught by Highly Qualified Teachers	
	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	0.0 %
Low Poverty Schools	4.2%	0.0 %

	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	22,391	58.5%	41.6%	4.5%
DISTRICT WIDE	531	63.8	35.6	0.6
BARRY ELEMENTARY	23	60.9	39.1	0.0
BELLA VISTA ELEM	29	55.2	44.8	0.0
CAMEO ELEMENTARY	22	59.1	40.9	0.0
CLOVIS HIGH	111	64.9	35.1	0.7
HIGHLAND ELEMENTARY	24	79.2	20.8	0.0
JAMES BICKLEY ELEM	25	68.0	32.0	0.0
LA CASITA ELEMENTARY	31	80.6	19.4	0.0
LINCOLN JACKSON ARTS	6	33.3	66.7	***
LOCKWOOD ELEMENTARY	25	84.0	16.0	0.0
LOS NINOS	8	50.0	37.5	***
MARSHALL MIDDLE	47	55.3	42.6	1.4
MESA ELEMENTARY	30	53.3	46.7	0.0
PARKVIEW ELEMENTARY	30	70.0	30.0	0.0
RANCHVALE ELEMENTARY	14	57.1	42.9	0.0
SANDIA ELEMENTARY	25	40.0	60.0	0.0
W.D. GATTIS FRESHMAN	47	68.1	29.8	?
YUCCA MIDDLE	49	59.2	40.8	1.3
ZIA ELEMENTARY	26	34.6	65.4	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 2008)

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	19582	34540	3417	1294	2665	1509	31.1	54.8	5.4	2.1	4.2	2.4
STATE WIDE TOTALS	2	17719	33550	5878	2304	2385	1173	28.1	53.2	9.3	3.7	3.8	1.9
STATE WIDE TOTALS	3	21424	33361	3469	1157	2215	1383	34.0	52.9	5.5	1.8	3.5	2.2
STATE WIDE TOTALS	4	21186	31955	5073	1664	1409	1722	33.6	50.7	8.1	2.6	2.2	2.7
STATE WIDE TOTALS	5	17564	32541	3882	1388	6237	1398	27.9	51.6	6.2	2.2	9.9	2.2
STATE WIDE TOTALS	6	18032	33792	4592	2096	3031	1467	28.6	53.6	7.3	3.3	4.8	2.3
STATE WIDE TOTALS	7	13947	30216	8112	2907	5314	2515	22.1	48.0	12.9	4.6	8.4	4.0
STATE WIDE TOTALS	8	25857	29653	3433	1446	952	1669	41.0	47.1	5.4	2.3	1.5	2.6
STATE WIDE TOTALS	9	18353	34063	3889	1619	3788	1671	29.0	53.7	6.1	2.6	6.0	2.6
STATE WIDE TOTALS	10	21851	33306	4095	1156	1027	1574	34.7	52.9	6.5	1.8	1.6	2.5
DISTRICT WIDE TOTALS	1	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
DISTRICT WIDE TOTALS	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
DISTRICT WIDE TOTALS	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
DISTRICT WIDE TOTALS	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
DISTRICT WIDE TOTALS	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
DISTRICT WIDE TOTALS	6	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
DISTRICT WIDE TOTALS	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
DISTRICT WIDE TOTALS	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
DISTRICT WIDE TOTALS	9	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
DISTRICT WIDE TOTALS	10	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
BARRY ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
CAMEO ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
CHS FRESHMAN CAMPUS	1	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
CHS FRESHMAN CAMPUS	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHS FRESHMAN CAMPUS	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHS FRESHMAN CAMPUS	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0

Parent Survey on the Quality of Education Spring 2008)

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
CHS FRESHMAN CAMPUS	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHS FRESHMAN CAMPUS	6	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
CHS FRESHMAN CAMPUS	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHS FRESHMAN CAMPUS	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CHS FRESHMAN CAMPUS	9	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
CHS FRESHMAN CAMPUS	10	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CLOVIS HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***
HIGHLAND ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
JAMES BICKLEY ELEM	***	***	***	***	***	***	***	***	***	***	***	***	***
LA CASITA ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
LOCKWOOD ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
MARSHALL MIDDLE SCHOOL	***	***	***	***	***	***	***	***	***	***	***	***	***
MESA ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
PARKVIEW ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
RANCHVALE ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
SANDIA ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
THE ARTS ACADEMY AT BELL	***	***	***	***	***	***	***	***	***	***	***	***	***
YUCCA MIDDLE SCHOOL	***	***	***	***	***	***	***	***	***	***	***	***	***
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.

Elementary & Secondary Act 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 STARS 120th day Staff file submission for the 2007-08 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 2007-08, highly qualified teacher report generated on 2/18/2009.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. ESEA 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%).