



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Determination: AYP not Met		
District NCLB Determination: AYP Not Met		
	Total Number	Percent
Schools that Met AYP	11	65
Schools in School Improvement	2	12
Schools in Corrective Action	0	0
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, Native American; as well as Economically Disadvantaged (FRLP), Students with Disabilities (Special Ed), and English Language Learners (ELL).

**NO CHILD LEFT BEHIND
2004 DISTRICT ACCOUNTABILITY DATA (AYP)**

Schools in District	Determination	Sanctions
BARRY ES	Meets AYP	None
BELLA VISTA ES	Meets AYP	None
CAMEO ES	AYP Not Met	SI-1
CLOVIS HS	AYP Not Met	None
HIGHLAND ES	Meets AYP	None
JAMES BICKLEY ES	Meets AYP	None
LA CASITA ES	AYP Not Met	None
LINCOLN JACKSON ARTS ACAD	Meets AYP	None
LOCKWOOD ES	Meets AYP	None
MARSHALL JHS	AYP Not Met	None
MESA ES	Meets AYP	None
PARKVIEW ES	Meets AYP	None
RANCHVALE ES	Meets AYP	None
SANDIA ES	Meets AYP	None
W.D. GATTIS JHS	AYP Not Met	SI-1
YUCCA JHS	AYP Not Met	None
ZIA ES	Meets AYP	None

2003-2004 STUDENT DEMOGRAPHICS*

	CLOVIS MUNICIPAL SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	3,943	48	156,715	49
Male	4,294	52	166,351	51
Caucasian	3,662	44	105,823	33
African-American	827	10	7,833	2
Hispanic	3,515	43	169,453	52
Asian/Pacific	159	2	3,833	1
Native American	74	1	36,124	11
ELL	556	7	54,528	17
Special Education	1,367	17	51,111	16
Migrant	84	1	2,382	1
Total	8,237	100	323,066	100

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

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

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools.

Results are not reported for subgroups with less than 25 students and is indicated by ***.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
====> STATE WIDE <====	Reading Proficiency	41	53	71	47	46	68	36	43	31	21
-----DISTRICT WIDE-----	Reading Proficiency	41	53	68	42	39	81	***	41	14	13
BARRY ES	Reading Proficiency	34	68	71	***	***	***	***	69	**	***
BELLA VISTA ES	Reading Proficiency	34	28	***	***	***	***	***	28	**	***
CAMEO ES	Reading Proficiency	34	24	***	***	24	***	***	24	**	***
CLOVIS HS	Reading Proficiency	44	52	67	38	35	***	***	35	**	8
HIGHLAND ES	Reading Proficiency	34	59	***	***	***	***	***	45	**	***
JAMES BICKLEY ES	Reading Proficiency	34	61	***	***	***	***	***	56	**	***
LA CASITA ES	Reading Proficiency	34	32	***	***	30	***	***	32	22	***
LINCOLN JACKSON ARTS ACAD	Reading Proficiency	34	61	***	***	***	***	***	**	**	***
LOCKWOOD ES	Reading Proficiency	34	42	***	***	41	***	***	39	**	***
MARSHALL JHS	Reading Proficiency	45	50	56	***	36	***	***	39	**	8
MESA ES	Reading Proficiency	34	72	71	***	***	***	***	**	**	***
PARKVIEW ES	Reading Proficiency	34	34	***	***	***	***	***	23	**	***
RANCHVALE ES	Reading Proficiency	34	62	***	***	***	***	***	**	**	***
SANDIA ES	Reading Proficiency	34	59	***	***	***	***	***	50	**	***
W.D. GATTIS JHS	Reading Proficiency	45	52	76	44	43	***	***	44	**	24
YUCCA JHS	Reading Proficiency	45	64	76	***	48	***	***	49	**	19
ZIA ES	Reading Proficiency	34	67	72	***	***	***	***	**	**	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	53	69	35	40	81	***	45	16	13
BARRY ES	Math Proficiency	38	73	79	***	***	***	***	72	**	***
BELLA VISTA ES	Math Proficiency	38	41	***	***	***	***	***	41	**	***
CAMEO ES	Math Proficiency	38	20	***	***	24	***	***	20	**	***
CLOVIS HS	Math Proficiency	35	51	66	25	39	***	***	36	**	5
HIGHLAND ES	Math Proficiency	38	63	***	***	***	***	***	55	**	***
JAMES BICKLEY ES	Math Proficiency	38	71	***	***	***	***	***	72	**	***
LA CASITA ES	Math Proficiency	38	32	***	***	30	***	***	32	19	***
LINCOLN JACKSON ARTS ACAD	Math Proficiency	38	61	***	***	***	***	***	**	**	***
LOCKWOOD ES	Math Proficiency	38	40	***	***	38	***	***	35	**	***
MARSHALL JHS	Math Proficiency	37	45	56	***	30	***	***	33	**	3
MESA ES	Math Proficiency	38	80	87	***	***	***	***	**	**	***
PARKVIEW ES	Math Proficiency	38	68	***	***	***	***	***	67	**	***
RANCHVALE ES	Math Proficiency	38	71	***	***	***	***	***	**	**	***

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools.

Results are not reported for subgroups with less than 25 students and is indicated by ***.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							ELL	Special Education
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP			
SANDIA ES	Math Proficiency	38	61	***	***	***	***	***	50	**	***	
W.D. GATTIS JHS	Math Proficiency	37	48	68	31	43	***	***	40	**	18	
YUCCA JHS	Math Proficiency	37	63	72	***	51	***	***	57	**	13	
ZIA ES	Math Proficiency	38	74	76	***	***	***	***	**	**	***	
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94	
-----DISTRICT WIDE-----	Attendance Rate	92	96	96	96	95	96	***	**	96	95	
BARRY ES	Attendance Rate	92	97	97	***	***	***	***	**	**	***	
BELLA VISTA ES	Attendance Rate	92	96	***	***	***	***	***	**	**	***	
CAMEO ES	Attendance Rate	92	96	***	***	96	***	***	**	**	***	
HIGHLAND ES	Attendance Rate	92	95	96	***	***	***	***	**	**	***	
JAMES BICKLEY ES	Attendance Rate	92	96	***	***	***	***	***	**	**	***	
LA CASITA ES	Attendance Rate	92	97	***	***	97	***	***	**	97	***	
LINCOLN JACKSON ARTS ACAD	Attendance Rate	92	98	***	***	***	***	***	**	**	***	
LOCKWOOD ES	Attendance Rate	92	97	***	***	97	***	***	**	**	***	
MARSHALL JHS	Attendance Rate	92	96	97	97	96	***	***	**	**	96	
MESA ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***	
PARKVIEW ES	Attendance Rate	92	95	***	***	95	***	***	**	**	***	
RANCHVALE ES	Attendance Rate	92	96	***	***	***	***	***	**	**	***	
SANDIA ES	Attendance Rate	92	96	***	***	***	***	***	**	**	***	
W.D. GATTIS JHS	Attendance Rate	92	95	95	96	94	***	***	**	**	94	
YUCCA JHS	Attendance Rate	92	96	97	***	96	***	***	**	**	95	
ZIA ES	Attendance Rate	92	96	96	***	***	***	***	**	**	***	
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78	
-----DISTRICT WIDE-----	Grad Rate	75	83	86	74	82	86	***	**	**	88	
CLOVIS HS	Grad Rate	75	83	86	74	82	***	***	**	**	88	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 4th and 8th grade by the New Mexico Standards Based Assessment (NMSBA), the SUPERA for Spanish speaking students, and the NM Alternative for Students with Disabilities. These assessment were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2003-04 school year. The assessments were administered during March 2004 . Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

4TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	320	12	45	28	15	0	Gender	Female	16	44	21	20	0		
	Male	99	310	4	42	32	22	0		Male	16	39	22	24	0		
Ethnicity	Caucasian	100	255	14	53	25	8	0	Ethnicity	Caucasian	27	49	16	7	0		
	African-American	99	77	5	31	31	32	0		African-American	8	32	21	39	0		
	Hispanic	99	274	3	36	35	26	0		Hispanic	5	37	26	31	0		
	Asian/Pacific	94	17	18	65	18	0	0		Asian/Pacific	53	29	12	6	0		
	Native American	100	6	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	99	95	1	14	32	54	0	Status	Special Education	1	21	27	51	0		
	ELL*	100	66	3	12	45	39	0		ELL*	0	20	36	44	0		
	Low Income	****	429	4	37	35	24	0		Low Income	9	40	23	29	0		
	Migrant	100	5	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	100	630	8	43	30	19	0	All Students	2003-04	16	41	21	22	0		
	2002-03	****	665	7	43	30	20	0		2002-03	13	48	21	19	0		
NM State	2003-04	99	24,286	8	41	31	20	0	NM State	2003-04	12	43	22	22	0		
	2002-03	****	25,186	7	38	30	24	1		2002-03	11	40	23	25	1		

8TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	326	13	50	25	13	0	Gender	Female	4	50	24	22	0		
	Male	98	306	6	43	31	19	0		Male	7	44	19	30	0		
Ethnicity	Caucasian	100	277	13	57	20	10	0	Ethnicity	Caucasian	9	57	19	16	0		
	African-American	99	77	8	42	27	23	0		African-American	3	35	29	34	0		
	Hispanic	97	264	5	37	38	20	1		Hispanic	2	38	23	36	1		
	Asian/Pacific	100	11	27	64	9	0	0		Asian/Pacific	27	73	0	0	0		
	Native American	86	6	***	***	***	***	***		Native American	***	***	***	***	***		
Status	Special Education	92	111	1	16	29	54	0	Status	Special Education	0	11	17	72	0		
	ELL*	100	30	7	7	50	37	0		ELL*	0	10	20	70	0		
	Low Income	****	303	6	40	34	20	1		Low Income	2	44	24	29	1		
	Migrant	17	1	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	99	635	9	46	28	16	0	All Students	2003-04	6	47	21	26	0		
	2002-03	****	635	9	38	28	25	0		2002-03	6	43	23	28	0		
NM State	2003-04	98	25,110	12	44	28	16	1	NM State	2003-04	8	40	22	28	1		
	2002-03	****	25,108	12	39	27	21	1		2002-03	7	38	21	32	1		

*ELL - English Language Learners

ASSESSMENTS cont'd

Students in New Mexico schools are assessed in Reading and Mathematics in the 11th grade by the New Mexico Standards High School Standards Assessment (NMHSSA) and the NM Alternative for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2003-04 school year. The assessments were administered during November 2003 and the information is reported by subgroups.

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

11TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid			Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	269	17	41	35	7	0	Gender	Female	10	41	41	8	0
	Male	98	249	12	33	30	24	0	Gender	Male	12	38	33	17	0
Ethnicity	Caucasian	95	251	23	45	24	8	0	Ethnicity	Caucasian	17	49	26	8	0
	African-American	98	52	4	35	38	23	0		African-American	4	21	60	15	0
	Hispanic	99	199	6	28	44	23	0		Hispanic	5	33	44	17	1
	Asian/Pacific	100	9	***	***	***	***	***		Asian/Pacific	***	***	***	***	***
	Native American	100	5	***	***	***	***	***		Native American	***	***	***	***	***
Status	Special Education	93	88	1	6	35	58	0	Status	Special Education	0	6	40	55	0
	ELL*	33	2	***	***	***	***	***		ELL*	***	***	***	***	***
	Low Income	****	227	5	29	40	26	0		Low Income	5	31	47	17	0
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***
All Students	2003-04	98	519	15	37	33	16	0	All Students	2003-04	11	39	37	12	0
NM State	2003-04	95	20,246	18	37	30	13	2	NM State	2003-04	10	35	39	13	2

*ELL - English Language Learners

School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Bryant, Lola	8
Harlan, Lora	20
Lansford, Mark	22
Martin, Terry	20
Merritt, Ken	11

Source: 2003-04 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Expenditures

Includes state general fund operational monies only for 2003-2004.

	Expenditure	Percent
Direct Instruction	\$25,815,338	62
Instructional Support	\$8,203,255	20
Administration	\$982,032	2
Business and Support Services	\$566,899	1
Operations/Maintenance of Plant	\$5,112,943	12
Food Services	\$0	0
Athletics	\$614,443	1
Non-Instructional Student Support	\$61,718	0
Community Services	\$114,663	0
Transportation Services	\$0	0
Capital Outlay	\$21,020	0
Total	\$41,492,311	100

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

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials:		STATE WIDE	4 %	DISTRICT	1 %	
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers*		
				Spring 2004	Fall 2004	
====> STATE WIDE <====		59	38	71	75	
DISTRICT WIDE	****	65	34	80	82	
BARRY ES	21	71	29	43	55	
BELLA VISTA ES	21	81	19	87	97	
CAMEO ES	27	70	30	95	100	
CLOVIS HS	114	61	38	83	83	
HIGHLAND ES	25	72	28	94	97	
JAMES BICKLEY ES	28	68	32	92	100	
LA CASITA ES	28	82	18	91	94	
LINCOLN JACKSON ARTS ACAD	14	29	71	64	100	
LOCKWOOD ES	33	67	33	88	45	
MARSHALL JHS	43	74	26	63	73	
MESA ES	26	73	27	100	100	
PARKVIEW ES	27	70	22	98	100	
RANCHVALE ES	20	55	45	97	94	
SANDIA ES	21	48	52	87	100	
W.D. GATTIS JHS	38	63	37	70	67	
YUCCA JHS	47	62	38	77	80	
ZIA ES	25	56	40	98	98	

* See explanation of data source on last page.

*** = missing or not available

Parent Survey on the Quality of Education

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

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

	No. of Valid Surveys	PERCENT OF RESPONSES THAT "STRONGLY AGREED" OR "AGREED"									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
STATE WIDE	125,583	85	80	84	82	72	70	69	87	80	88
====> DISTRICT WIDE <====	3,289	90	85	89	88	80	85	70	92	85	90
BARRY ES	137	93	93	92	87	82	88	48	93	85	91
BELLA VISTA ES	122	92	89	89	95	84	89	70	95	88	95
CAMEO ES	171	89	87	88	89	84	85	70	93	85	94
CLOVIS HS	204	79	67	72	71	77	63	81	79	75	86
HIGHLAND ES	226	97	82	93	95	76	88	72	95	92	92
JAMES BICKLEY ES	193	89	87	88	88	81	84	59	93	90	92
LA CASITA ES	311	89	87	85	91	79	89	73	94	87	81
LINCOLN JACKSON ARTS ACAD	136	86	85	93	96	92	88	85	93	91	96
LOCKWOOD ES	267	94	90	94	93	88	89	73	95	89	91
LOS NINOS	69	100	94	97	99	81	93	66	99	96	84
MARSHALL JHS	261	76	68	82	77	68	79	75	84	70	86
MESA ES	168	96	98	98	93	91	89	68	95	87	95
PARKVIEW ES	154	87	88	85	83	81	75	56	93	83	90
RANCHVALE ES	184	97	82	94	93	80	89	50	92	89	91
SANDIA ES	195	98	96	97	97	74	92	67	96	93	94
W.D. GATTIS JHS	118	79	84	83	74	70	75	81	84	77	88
YUCCA JHS	199	87	83	92	72	80	81	81	87	78	90
ZIA ES	174	95	94	92	92	78	93	71	95	88	95

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to correctly answer each question or item. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2003-04 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from two reports:

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

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

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

Feeder School Methodology

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