

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status see page 2.

District Grade C

	Total Number	Percent
Schools Rated in District	17	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	0	0.0
Schools in Strategic Status	3	17.6
Schools in Reward Status	0	0.0

Source: PED Assessment and Accountability Division

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965, which was reauthorized in 2001 as No Child Left Behind (NCLB), requires schools to show annual improvement in mathematics and reading. In 2011, New Mexico lawmakers enacted additional requirements that schools demonstrate progress through a grading system similar to that applied to students, issuing an A through F letter grade to each school [22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4] [6.19.8.1 NMAC-N, 12-15-11]. Individual school report cards can be found online at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally-authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards, and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

LEA Demographic Profile

Accountability

Summaries of School Grades

Cohort Graduation Rates (4, 5, and 6 Year)

Status of Non-Graduates

Attendance

Growth for Q1 and Q3 Subgroups

Achievement

Proficiencies in Reading, Mathematics, and Science

Participation in Assessments

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally-authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Lunch

SWD: Students with disabilities; does not include special education students who are gifted

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%), and least disadvantaged (bottom 25%).

SGTs School Growth Targets, like the predecessor Annual Measurable Objectives or AMOs, increase annually for monitoring subgroup performance and growth. Figures reflect whether the percent of students for the school meet the current year's goals.

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	8,489	100	337,054	100
Female	4,004	47	164,148	49
Male	4,485	53	172,906	51
Caucasian	2,874	34	84,518	25
African-American	649	8	7,530	2
Hispanic	4,772	56	204,866	61
Asian	123	1	4,489	1
Pacific Islander	34	0	509	0
American Indian	37	0	35,142	10
Multiple Races	0	0	2	0
ED	6,164	73	231,830	69
SWD	1,190	14	48,479	14
ELL	697	8	51,895	15
Migrant	51	1	458	0
Recently Arrived	1	0	19,389	6

Source: LEA 120th day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing and with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to their overall letter grade, and where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2014 represented 654 schools.

School	Overall Grade	School	Overall Grade
Barry Elementary	B	Bella Vista Elementary	D
Cameo Elementary	D	Clovis High	B
Clovis High Freshman Campus	C	Highland Elementary	D *
James Bickley Elementary	D *	La Casita Elementary	D
Lockwood Elementary	F *	Marshall Middle	B
Mesa Elementary	B	Parkview Elementary	C
Ranchvale Elementary	B	Sandia Elementary	B
WD Gattis Middle School	B	Yucca Middle	D
Zia Elementary	B		

Accountability - School Growth Targets (SGTs)

Customized targets called School Growth Targets (SGTs) guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered proficient. They are combined with students who are proficient today for percentages. Growth figures for Q1 and Q3 are in scaled score units, and should be evaluated in the context of the possible score on the assessment which ranges from 0 to 80.

Target (%)	Proficient or On Target to Proficiency									Growth			
	All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr)	Q1	Target (SS/Yr)	Q3
Barry Elementary													
Reading 61	58.6 *	59.0 *		60.3 *			54.5 *	34.8 *		2.5	1.9 *	0.25	-1.5 *
Mathematics 55	52.3 *	61.5 ✓		51.7 *			46.6 *	34.8 *		2.2		0.15	-2.8 *
Attendance 92	95.6 ✓	96.2 ✓	94.1 ✓	95.1 ✓			95.2 ✓	94.4 ✓	95.0 ✓				
Bella Vista Elementary													
Reading 61	46.8 *	71.4 ✓		42.8 *			46.8 *	22.8 *	9.1 *	2.5	2.3 *	0.25	-0.4 *
Mathematics 55	39.2 *	60.7 ✓		37.0 *			39.2 *	12.5 *	18.2 *	2.2	-0.3 *	0.15	-1.2 *
Attendance 92	94.6 ✓	96.1 ✓	94.4 ✓	94.3 ✓			94.6 ✓	94.1 ✓	94.7 ✓				
Cameo Elementary													
Reading 61	40.6 *			35.8 *			40.6 *			2.5	0.7 *	0.25	-2.0 *
Mathematics 55	38.4 *			35.8 *			38.4 *			2.2	-0.7 *	0.15	-3.6 *
Attendance 92	95.2 ✓	96.3 ✓	95.7 ✓	94.8 ✓			95.2 ✓	93.6 ✓	94.9 ✓				
Clovis High													
Reading 61	38.8 *	57.6 *	34.2 *	28.4 *	48.0 *		26.3 *	5.1 *	8.2 *	2.5	-3.3 *	0.25	-3.1 *
Mathematics 55	37.2 *	56.2 ✓	26.3 *	27.5 *	48.0 *		26.3 *	9.0 *	8.3 *	2.2	-2.2 *	0.15	-2.5 *
Attendance 92	92.7 ✓	94.8 ✓	92.0 ✓	91.5 *	95.0 ✓	85.0 *	91.8 *	87.7 *	87.8 *				
Graduation 73.7	78.2 ✓	86.2 ✓	85.0 ✓	72.2 *			67.9 *	60.4 *	65.5 *				
Clovis High Freshman Campus													
Reading 61										2.5		0.25	
Mathematics 55										2.2		0.15	
Attendance 92	89.8 *	91.1 *	89.8 *	89.0 *			88.7 *	86.0 *	89.4 *				
Graduation 73.7	66.7 *	71.2 *	60.4 *	64.5 *			58.2 *	49.3 *	59.4 *				
Highland Elementary													
Reading 61	44.7 *	53.6 *		37.7 *			44.7 *			2.5	1.1 *	0.25	-1.2 *
Mathematics 55	44.0 *	54.9 *		35.4 *			44.0 *	4.3 *		2.2	-1.9 *	0.15	-1.7 *
Attendance 92	96.4 ✓	96.2 ✓	96.3 ✓	96.5 ✓			96.4 ✓	96.2 ✓					
James Bickley Elementary													
Reading 61	52.1 *	54.1 *		52.3 *			52.1 *	14.8 *	20.0 *	2.5	1.7 *	0.25	-0.6 *
Mathematics 55	37.6 *	40.5 *		36.9 *			37.6 *	7.4 *	25.0 *	2.2	-0.3 *	0.15	-2.2 *
Attendance 92	95.6 ✓	95.7 ✓	95.8 ✓	95.6 ✓			95.6 ✓	94.9 ✓	96.8 ✓				
La Casita Elementary													
Clovis Municipal Schools													

Target (%)	Proficient or On Target to Proficiency									Growth			
	All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr)	Q1	Target (SS/Yr)	Q3
Reading 61	42.8 *			42.2 *			42.8 *		25.6 *	2.5	0.6 *	0.25	-2.1 *
Mathematics 55	32.6 *			32.0 *			32.6 *		26.9 *	2.2	-2.1 *	0.15	-3.6 *
Attendance 92	95.7 ✓	96.9 ✓		95.6 ✓			95.7 ✓	95.7 ✓	95.7 ✓				
LEA Current													
Reading 61	56.5 *	71.6 ✓	52.3 *	47.9 *	75.5 ✓	52.4 *	49.8 *	19.2 *	24.1 *	2.5	0.6 *	0.25	-1.0 *
Mathematics 55	47.6 *	65.3 ✓	37.6 *	38.3 *	68.8 ✓	42.9 *	39.8 *	14.0 *	18.6 *	2.2	-0.4 *	0.15	-1.6 *
Attendance 92	94.0 ✓	95.0 ✓	93.7 ✓	93.4 ✓	95.8 ✓	91.4 *	93.7 ✓	92.5 ✓	93.4 ✓				
Graduation 73.7	75.3 ✓	82.6 ✓	78.4 ✓	70.2 *			65.4 *	57.4 *	63.9 *				
Lockwood Elementary													
Reading 61	33.3 *	45.0 *		32.1 *			33.3 *	0.0 *	19.6 *	2.5	2.1 *	0.25	-1.6 *
Mathematics 55	23.5 *	30.0 *		22.9 *			23.5 *	0.0 *	5.9 *	2.2	-2.0 *	0.15	-4.0 *
Attendance 92	95.2 ✓	95.1 ✓		95.2 ✓			95.2 ✓	94.3 ✓	95.5 ✓				
Marshall Middle													
Reading 61	70.5 ✓	81.0 ✓	62.7 ✓	67.1 ✓			70.5 ✓	35.1 *	48.8 *	2.5	2.5 ✓	0.25	0.5 ✓
Mathematics 55	51.4 *	67.6 ✓	37.3 *	47.0 *			51.4 *	8.8 *	26.8 *	2.2	0.8 *	0.15	-0.3 *
Attendance 92	92.4 ✓	93.5 ✓	89.7 *	92.2 ✓			92.4 ✓	90.6 *	93.7 ✓				
Mesa Elementary													
Reading 61	82.1 ✓	84.6 ✓	70.0 ✓	78.0 ✓			76.3 ✓			2.5	0.9 *	0.25	-0.6 *
Mathematics 55	77.2 ✓	78.3 ✓	60.0 ✓	78.0 ✓			70.0 ✓			2.2	0.3 *	0.15	-0.7 *
Attendance 92	96.3 ✓	96.2 ✓	97.6 ✓	96.3 ✓	94.9 ✓		96.1 ✓	96.0 ✓					
Parkview Elementary													
Reading 61	52.4 *	70.0 ✓		48.1 *			52.4 *		43.8 *	2.5	2.7 ✓	0.25	-0.3 *
Mathematics 55	48.1 *	67.5 ✓		43.7 *			48.1 *		40.6 *	2.2	1.4 *	0.15	-0.3 *
Attendance 92	94.8 ✓	95.0 ✓	94.2 ✓	94.7 ✓			94.8 ✓	93.8 ✓	95.6 ✓				
Ranchvale Elementary													
Reading 61	75.5 ✓	79.3 ✓		53.8 *			67.3 ✓			2.5	1.7 *	0.25	-0.5 *
Mathematics 55	70.8 ✓	74.1 ✓		50.0 *			60.0 ✓			2.2	1.7 *	0.15	-0.5 *
Attendance 92	95.6 ✓	95.2 ✓	96.7 ✓	95.9 ✓	96.2 ✓		95.0 ✓	94.5 ✓					
Sandia Elementary													
Reading 61	70.1 ✓	75.8 ✓	70.0 ✓	66.7 ✓			62.8 ✓			2.5	1.4 *	0.25	-0.8 *
Mathematics 55	59.7 ✓	68.2 ✓	60.0 ✓	54.0 *			52.1 *			2.2	1.5 *	0.15	-1.5 *
Attendance 92	95.5 ✓	95.9 ✓	97.0 ✓	94.9 ✓			95.3 ✓	94.9 ✓					
WD Gattis Middle School													
Reading 61	65.1 ✓	78.5 ✓	56.5 *	57.3 *			52.9 *	15.7 *	34.0 *	2.5	1.3 *	0.25	0.0 *
Mathematics 55	54.2 *	72.7 ✓	40.3 *	43.7 *			39.9 *	8.6 *	17.0 *	2.2	0.3 *	0.15	-0.8 *
Attendance 92	93.5 ✓	94.7 ✓	93.2 ✓	92.6 ✓	97.4 ✓		92.4 ✓	93.7 ✓	93.4 ✓				
Yucca Middle													
Reading 61	58.3 *	73.8 ✓	45.5 *	49.5 *			49.0 *	14.8 *	15.2 *	2.5	1.4 *	0.25	-0.4 *
Mathematics 55	43.5 *	62.9 ✓	24.2 *	33.1 *			30.9 *	11.5 *	7.6 *	2.2	0.0 *	0.15	-1.1 *
Attendance 92	92.1 ✓	92.9 ✓	89.8 *	91.8 *	95.0 ✓		91.5 *	89.6 *	92.2 ✓				
Zia Elementary													
Reading 61	85.6 ✓	85.3 ✓		82.5 ✓			84.9 ✓	50.0 *		2.5	1.1 *	0.25	-0.5 *
Mathematics 55	74.4 ✓	77.5 ✓		68.3 ✓			68.5 ✓	41.7 *		2.2	-0.6 *	0.15	-1.3 *
Attendance 92	96.3 ✓	96.2 ✓	97.3 ✓	96.3 ✓	97.0 ✓		95.7 ✓	95.3 ✓					

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for our students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-8 and 10-11, and in science in grades 4, 7, and 11.

Grade	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Reading				Mathematics				Science			
		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
3	State Current	6	45	24	24	4	45	34	16				

		Reading				Mathematics				Science			
Grade	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
3	State Prior	6	49	24	21	4	47	36	13				
3	LEA Current	8	51	20	21	4	51	30	14				
3	LEA Prior	5	54	21	19	3	53	34	9				
4	State Current	8	36	41	15	10	33	35	23	6	43	31	21
4	State Prior	10	36	41	13	9	36	35	19	7	46	28	19
4	LEA Current	8	40	39	13	9	36	36	19	6	46	28	20
4	LEA Prior	10	38	37	15	9	43	32	16	7	49	27	17
5	State Current	10	44	35	12	11	33	34	22				
5	State Prior	9	42	36	12	10	33	37	20				
5	LEA Current	9	46	34	11	13	35	30	22				
5	LEA Prior	8	45	35	12	14	36	33	17				
6	State Current	9	34	40	17	5	32	38	24				
6	State Prior	8	39	40	13	6	34	38	23				
6	LEA Current	7	39	38	16	5	34	39	22				
6	LEA Prior	6	48	37	9	6	40	41	14				
7	State Current	5	46	34	14	5	35	37	23	10	32	34	24
7	State Prior	5	45	36	14	6	36	38	21	10	32	35	23
7	LEA Current	6	57	28	10	8	44	33	15	19	39	29	13
7	LEA Prior	3	54	32	10	8	46	33	14	13	32	35	19
8	State Current	7	51	29	13	5	35	43	17				
8	State Prior	5	55	28	12	5	38	44	14				
8	LEA Current	7	57	26	10	8	42	36	14				
8	LEA Prior	3	63	25	9	4	47	39	10				
10	State Current	5	33	41	21	5	26	52	17				
10	State Prior	8	33	40	19	4	26	53	17				
10	LEA Current	3	28	44	25	4	27	53	17				
10	LEA Prior	4	32	39	24	5	28	49	18				
11	State Current	9	43	36	13	9	34	46	11	4	37	41	18
11	State Prior	12	44	33	11	7	35	47	11	3	37	41	20
11	LEA Current	6	41	40	13	8	36	43	12	4	42	35	19
11	LEA Prior	9	39	34	17	6	33	45	16	3	37	35	24

Achievement - Proficiency Summaries by Subgroup														
		Reading				Mathematics				Science				
	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)				
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	
All Students	LEA	7	45	33	15	7	39	37	17	10	43	30	17	
Female	LEA	9	47	32	11	7	39	39	15	8	43	34	15	
Male	LEA	4	43	34	18	8	38	35	19	11	43	26	20	
Caucasian	LEA	10	57	25	8	13	50	27	9	17	56	19	8	
African American	LEA	6	40	39	16	3	31	43	23	6	40	31	23	
Hispanic	LEA	5	39	38	19	4	33	42	21	6	36	36	23	
Asian	LEA	16	55	19	10	19	48	28	5	42	42	16	<2	
American Indian	LEA	5	48	38	10	10	33	43	14					
Economically Disadvantaged	LEA	5	40	37	18	4	34	41	21	7	37	34	22	
Students w Disabilities	LEA	3	10	26	61	<2	11	30	58	<2	18	20	60	

		Reading				Mathematics				Science			
Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
English Language Learners, Current	LEA	<2	19	37	44	<2	16	43	40	<2	18	41	40
Migrant	LEA	<2	47	34	19	<2	34	59	6	<2	38	44	19
Q1	LEA	<2	12	42	45	<2	6	43	51	<2	2	33	64
Q3	LEA	9	58	30	3	10	50	35	5	14	57	29	<2

Achievement - Proficiency Summaries by School													
		Reading				Mathematics				Science			
Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
Barry Elementary		5	46	36	14	8	44	36	12	8	44	28	21
Bella Vista Elementary		9	32	38	21	7	31	36	26	3	30	35	33
Cameo Elementary		4	34	41	20	6	33	40	22	7	46	29	17
Clovis High		4	34	42	19	6	31	48	14	4	43	35	18
Clovis High Freshman Campus													
Highland Elementary		3	40	37	20	4	40	31	25	<2	37	29	33
James Bickley Elementary		6	43	30	21	4	34	32	30	<2	35	30	35
La Casita Elementary		4	38	40	17	2	30	43	25	2	42	31	25
Lockwood Elementary		4	26	39	31	2	22	43	33	2	23	43	32
Marshall Middle		6	52	32	10	5	42	37	16	12	42	36	10
Mesa Elementary		19	58	19	3	19	57	19	5	12	69	14	5
Parkview Elementary		2	43	37	19	5	40	35	20	3	50	28	19
Ranchvale Elementary		13	55	25	8	17	49	25	9	11	54	22	14
Sandia Elementary		9	58	23	10	8	48	31	13	3	45	33	18
WD Gattis Middle School		9	52	27	12	9	43	33	15	23	39	25	13
Yucca Middle		5	48	33	14	6	35	39	20	20	38	27	16
Zia Elementary		13	65	19	4	16	59	21	4	20	63	14	3

Blanks indicate too few students to report (N<10). Schools without tested grades (i.e. kindergarten only) will not have data.

Source: PED Data Planning and Analysis Bureau

Budgeted Expenditures		
Locally-authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes their locally authorized charter schools.		
	Amount	Percent
	\$	%
Capital Outlay	\$3,738,660	4.7
Central Services	\$1,746,237	2.2
Community Services	\$51,479	0.1
Debt Service	\$7,474,041	9.4
Food Services	\$3,482,347	4.4
General Administration	\$1,004,405	1.3
Instruction	\$38,945,690	49.1
Instruction Support Services	\$2,093,404	2.6
Operations & Maintenance	\$7,241,326	9.1
Other Support Services	\$100,710	0.1
School Administration	\$3,957,265	5.0
Student Support Services	\$8,255,771	10.4
Student Transportation	\$1,276,617	1.6

Source: The PED School Budget and Financial Analysis Bureau

School Board Training	
School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.	
Board Member	Number of Points
Jennifer Burrill	39
Ken Urban	28
Kyle Snyder	34
Paul Cordova	22
Terry Martin	38

Source: NM School Board Association

Graduation - 5 Year Cohort of 2012		
These figures represent students who were expected to graduate on time by August 1, 2012 and either graduated on time, or required one additional year. The 4-year rates for the cohort of 2013 are displayed under School Growth Targets (SGT) earlier in this report. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.		
Clovis Municipal Schools	Page 5 of 8	School District Report Card 2013-2014

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	74.0	79.7	71.7	71.6	87.6	70.7	69.6	63.0	70.8
LEA Current	80.0	86.9	84.5	73.8			71.1	62.6	68.0
Clovis High	82.7	89.6	87.1	76.4			74.9	63.2	72.0
Clovis High Freshman Campus	71.6	77.3	76.0	66.6			60.4	61.0	57.2

Blanks indicate too few students to report (N<10) Source: PED Data Planning and Analysis Bureau

Graduation - 6 Year Cohort of 2011

These figures represent students who were expected to graduate on time by August 1, 2011 and either graduated on time, or required up to two additional years. The cohort includes all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	73.5	80.2	69.4	71.1	83.6	68.3	68.8	63.6	69.7
LEA Current	75.5	83.2	80.8	68.9	>98.0		67.6	58.0	59.1
Clovis High	77.6	85.3	81.4	70.8	>98.0		69.7	61.4	60.3
Clovis High Freshman Campus	68.7	75.8	78.4	62.9			61.0	48.5	55.5

Blanks indicate too few students to report (N<10) Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2013, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2013 but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Graduation Technical Guide on the PED website: http://ped.state.nm.us/ped/Graduation_guides.html

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exit with intent to get GED or vocational credential %	Still Enrolled Continuing high school enrollment past 4th year %
State Current	<2.0	20.8	7.3	8.0
LEA Current		16.3	3.8	6.1
Clovis High Freshman Campus		16.5	3.3	5.5
Clovis High		16.2	4.1	6.4

Blanks indicate too few students to report (N<10) Source: PED Data Planning and Analysis Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2012 (College Going) and 2010 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

- Eligible** Students earning a regular high school diploma.
- Enrolled** Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.
- Credits Earned** Students who enrolled and earned one year of college credit within two years of enrollment.

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
LEA Current	Eligible	495	189	57	240			263	52	26
LEA Current	Enrolled, In-State	301	135	33	129			137	21	
LEA Current	Enrolled, Out-of-State	265	114	28	119			127	19	
LEA Current	Credits Earned	196	96	13	84			69		
Clovis High	Eligible	494	188	57	240			263	51	26
Clovis High	Enrolled, In-State	301	135	33	129			137	21	
Clovis High	Enrolled, Out-of-State	265	114	28	119			127	19	
Clovis High	Credits Earned	196	96	13	84			69		

Blanks indicate too few students to report (N<10) Source: National Student Clearinghouse

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	.4
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	.5	.2
	Low Poverty Schools	.6	.0

NA= Not applicable; LEA did not have schools that qualified as high or low poverty				
Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Barry Elementary	13	15.4	84.6	0
Bella Vista Elementary	23	21.7	78.3	0
Cameo Elementary	17	23.5	76.5	0
Clovis High	78	28.2	70.5	0.9
Clovis High Freshman Campus	38	39.5	60.5	0
Highland Elementary	17	58.8	29.4	0
James Bickley Elementary	19	26.3	63.2	0
La Casita Elementary	17	41.2	58.8	0
Lincoln Jackson Arts	7	42.9	57.1	
Lockwood Elementary	19	36.8	57.9	0
Los Ninos	5	60	20	
Marshall Middle	40	25	72.5	0.6
Mesa Elementary	25	44	52	0
Parkview Elementary	22	50	50	0
Ranchvale Elementary	16	37.5	56.3	0
Sandia Elementary	20	30	70	0
Yucca Middle	38	31.6	63.2	0
Zia Elementary	21	47.6	47.6	0

* Does not include Below Bachelors
Blank=no data available, or not applicable

Source: LEA 120th day submission to PED

Parent Survey on the Quality of Education

- 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 maintain 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 employ various instructional methods and strategies to meet my child's needs.
- Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	168	90	89	82	80	90	78	74	83	77	92
Barry Elementary	1	100	100	100	0	100	100	0	100	100	100
Bella Vista Elementary	2	100	100	100	100	100	100	100	100	100	100
Cameo Elementary	0										
Clovis High	12	50	50	50	25	82	36	64	50	27	100
Clovis High Freshman Campus	23	78	95	64	57	78	61	74	74	55	87
Highland Elementary	6	100	67	67	60	83	17	20	67	50	80
James Bickley Elementary	14	100	86	93	86	100	100	85	93	92	77
La Casita Elementary	15	100	100	100	100	100	100	100	100	100	93
Lockwood Elementary	0										
Marshall Middle	32	93	93	86	90	93	80	87	81	84	90
Mesa Elementary	2	100	100	100	100	100	100	100	100	100	100
Parkview Elementary	6	100	83	100	100	83	100	100	100	100	83
Ranchvale Elementary	3	100	33	0	0	100	100	33	0	0	100
Sandia Elementary	3	100	100	100	100	67	67	67	100	67	100
WD Gattis Middle School	3	100	100	100	67	100	50	67	67	67	100
Yucca Middle	7	100	100	71	100	86	83	71	100	67	100
Zia Elementary	30	87	90	93	93	90	79	44	90	83	97

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments which annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation

	Reading %	Math %	Science %
4th Grade ELL	98	98	94
4th Grade SWD*	93	92	86
8th Grade ELL	93	98	93
8th Grade SWD*	91	89	87

* NAEP does not accommodate students with severe disabilities
Participation in NAEP is not mandatory

4th Grade	Reading (2013)				Math (2013)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	18	31	48	4	27	43	26	#	24	39	37
Nation	8	26	33	33	8	34	41	18	1	32	39	29

8th Grade	Reading (2011)				Math (2011)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	21	45	33	4	18	40	37	1	22	35	43
Nation	4	31	42	23	8	26	39	27	2	29	34	36

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

Rounds to zero

Blanks indicate too few students to report