

**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 Accountability Bureau

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 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

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

Achievement

Proficiencies in Reading, Mathematics, and Science

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

Amer Indian: American Indian

Cauc: Caucasian

ELL: English Language Learners

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

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%).

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	8,382	100.0	335,694	100.0
Female	3,976	47.4	164,149	48.9
Male	4,406	52.6	171,545	51.1
Caucasian	2,797	33.4	82,116	24.5
African American	609	7.3	7,302	2.2
Hispanic	4,798	57.2	205,853	61.3
Asian	107	1.3	4,345	1.3
American Indian	37	0.4	35,543	10.6
Pacific Islander	34	0.4	535	0.2
Multiracial	0	0.0	12	0.0
ED	6,590	78.6	240,438	71.6
SWD	1,439	17.2	49,729	14.8
ELL	833	9.9	48,275	14.4
Migrant	29	0.3	329	0.1
Recently Arrived	2	0.0	14,844	4.4

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 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 its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2016 represented 654 schools.

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

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 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 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	25	75	30	70		
3	State Prior	26	74	26	74		
3	LEA Current	24	76	33	67		
3	LEA Prior	25	75	32	68		
4	State Current	25	75	23	77	43	57
4	State Prior	24	76	19	81	43	57
4	LEA Current	24	76	27	73	48	52
4	LEA Prior	25	75	25	75	46	54
5	State Current	25	75	26	75		
5	State Prior	24	76	21	79		
5	LEA Current	27	73	33	67		
5	LEA Prior	30	70	30	70		
6	State Current	24	76	20	80		
6	State Prior	22	78	19	81		
6	LEA Current	24	76	26	74		
6	LEA Prior	24	76	22	79		
7	State Current	23	77	18	82	45	55
7	State Prior	21	79	15	85	40	60
7	LEA Current	23	77	22	78	55	46
7	LEA Prior	20	80	18	82	49	51
8	State Current	26	74	20	81		
8	State Prior	23	77	17	83		
8	LEA Current	22	78	26	74		
8	LEA Prior	29	71	27	73		
9	State Current	27	73	18	82		
9	State Prior	27	73	16	84		
9	LEA Current	35	66	37	63		
9	LEA Prior	35	65	30	70		
10	State Current	32	68	14	87		

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
10	State Prior	31	69	12	88		
10	LEA Current	25	75	16	84		
10	LEA Prior	27	73	9	91		
11	State Current	45	55	10	90	39	61
11	State Prior	44	56	10	90	36	64
11	LEA Current	41	59	8	92	41	59
11	LEA Prior	35	65	15	85	41	59

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

Achievement - Proficiency Summaries by Subgroup							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	LEA Current	27	73	26	74	48	52
All Students	State Current	28	72	20	80	43	57
Female	State Current	34	66	20	80	41	59
Female	LEA Current	33	67	27	73	49	51
Male	LEA Current	21	79	25	75	48	52
Male	State Current	22	78	20	80	44	56
Caucasian	LEA Current	39	61	40	60	67	33
Caucasian	State Current	43	57	33	67	64	36
African American	State Current	24	76	15	85	38	62
African American	LEA Current	19	81	17	83	35	65
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	20	80	18	82	38	62
Asian	State Current	55	45	48	52	65	35
Asian	LEA Current	52	48	62	38	69	31
American Indian	State Current	17	83	11	89	22	78
American Indian	LEA Current	22	78	22	78		
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	22	78	22	78	42	58
Students w Disabilities	LEA Current	4	96	8	92	12	88
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89
English Language Learners	LEA Current	4	96	6	94	15	85

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Barry Elementary		23	77	30	70	41	59
Bella Vista Elementary		28	72	28	72	42	58
Cameo Elementary		13	87	18	82	31	69
Clovis High		32	68	12	88	41	59
Clovis High Freshman Campus		34	66	37	63	.	.
Highland Elementary		23	77	18	82	42	58
James Bickley Elementary		18	82	21	79	30	70
La Casita Elementary		16	84	17	83	28	72
Lockwood Elementary		15	85	17	83	42	58
Marshall Middle		20	80	21	79	46	54
Mesa Elementary		41	59	49	51	72	28
Parkview Elementary		20	80	19	81	23	77
Ranchvale Elementary		29	71	44	56	73	27
Sandia Elementary		25	75	32	68	58	42

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
WD Gattis Middle School	30	70	32	68	66	34
Yucca Middle	20	80	22	78	53	47
Zia Elementary	39	61	62	38	77	23

Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data. Source: PED Accountability 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 its locally authorized charter schools.

	Amount \$	Percent %
Capital Outlay	\$4,478,552	5.7
Central Services	\$1,897,349	2.4
Community Services	\$43,232	0.1
Debt Service	\$3,623,255	4.6
Food Services	\$4,105,924	5.2
General Administration	\$997,329	1.3
Instruction	\$40,153,349	50.8
Instructional Support Services	\$2,030,826	2.6
Operations & Maintenance	\$7,320,603	9.3
Other Support Services	\$63,209	0.1
School Administration	\$3,918,205	5.0
Student Support Services	\$8,444,491	10.7
Student Transportation	\$1,919,156	2.4

Source: 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
Cindy Osburn	21
Justin Howalt	27
Kyle Snider	18
Paul Cordova	11
Terry Martin	46

Source: NM School Board Association

Graduation - 4-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, and graduated on time. Graduation cohorts include 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	68.6	73.6	61.0	67.2	78.9	62.9	63.5	59.3	64.0
LEA Current	77.4	82.2	85.7	73.4			71.9	49.9	73.4
Clovis High	79.5	83	87.1	76.5			75	53.4	74.9
Clovis High Freshman Campus	71.1	79.8	83.6	64.5			63.4	43	68.8

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 5-Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014, and either graduated on time or required one additional year. Graduation cohorts include 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	70.5	76.4	65.8	69.0	86.1	62.9	64.6	59.5	66.3
LEA Current	72.6	82.2	70.8	65.2	90.5	63.0	63.8	54.4	66.7
Clovis High	75.3	84.6	74.3	67.9	91.1		67.4	57.2	69.0
Clovis High Freshman Campus	64.8	74.7	61.7	58.1			54.5	48.2	60.1

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 6-Year Cohort of 2013

These figures represent students who were expected to graduate on time by August 1, 2013, and either graduated on time or required up to two additional years. Graduation cohorts include 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 %
Clovis Municipal Schools									

State Current	71.8	78.7	69.5	69.5	87.4	65.7	66.6	62.3	67.2
LEA Current	75.3	82.6	78.4	70.2		72.1	65.4	57.4	63.9
Clovis High	78.2	86.2	85.0	72.2		72.2	67.9	60.4	65.5
Clovis High Freshman Campus	66.7	71.2	60.4	64.5			58.2	49.3	59.4

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 4-Year Cohort of 2015, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2015, 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 Cohort Graduation Rate Technical Manual 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 Exited with intent to get GED or vocational credential %	Still Enrolled Continued high school enrollment past 4th year %
State Current	<2	29	6	3
LEA Current		16	5	3
Clovis High		17	5	3
Clovis High Freshman Campus		14	6	3

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2014 (College Going) and 2012 (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	408	171	31	192	11		194	29	21
LEA Current	Enrolled in state	234	105	16	104			105	15	
LEA Current	Enrolled out of state	36	20					12		
LEA Current	Credits Earned	165	79	16	66			67		
Clovis High	Eligible	408	171	31	192	11		194	29	21
Clovis High	Enrolled in state	234	105	16	104			105	15	
Clovis High	Enrolled out of state	36	20					12		
Clovis High	Credits Earned	165	79	16	66			67		

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

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	1.1
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	3.4	.1
	Low Poverty Schools	2.2	.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	12	8.3	91.7	0.0
Bella Vista Elementary	22	22.7	77.3	0.0
Cameo Elementary	19	31.6	63.2	0.0
Clovis High	77	40.3	57.1	0.6
Clovis High Freshman Campus	39	38.5	61.5	0.7
Highland Elementary	17	23.5	76.5	0.0
James Bickley Elementary	21	23.8	61.9	0.0
La Casita Elementary	14	35.7	64.3	0.0

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Lockwood Elementary	21	47.6	52.4	0.0
Marshall Middle	38	26.3	71.1	0.0
Mesa Elementary	25	44.0	52.0	0.0
Parkview Elementary	25	40.0	60.0	0.0
Ranchvale Elementary	17	23.5	76.5	0.0
Sandia Elementary	18	33.3	66.7	0.0
WD Gattis Middle School	38	36.8	60.5	0.0
Yucca Middle	39	23.1	71.8	0.0
Zia Elementary	19	36.8	52.6	0.0

* 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
LEA Current	428	94	90	90	86	90	80	79	90	87	89
Barry Elementary	1	100	100	100	100	100	100	100	100	100	100
Bella Vista Elementary	82	96	96	98	95	92	95	93	96	97	91
Cameo Elementary	1	100	100	100	100	100	100	100	100	100	100
Clovis High	82	93	87	73	71	87	51	86	74	73	80
Clovis High Freshman Campus	24	91	79	87	75	91	75	79	87	83	95
Highland Elementary	34	100	76	97	97	91	88	64	97	94	91
James Bickley Elementary	58	98	98	94	93	94	98	77	96	98	98
La Casita Elementary	22	100	100	95	100	100	100	95	100	95	86
Lockwood Elementary	3	100	100	100	100	100	100	100	100	100	100
Marshall Middle	11	81	100	81	81	90	81	81	72	72	100
Mesa Elementary	10	100	100	100	100	90	60	80	100	90	100
Parkview Elementary	2	50	100	100	100	100	50	100	50	50	100
Ranchvale Elementary	12	91	66	100	91	91	91	58	91	83	83
Sandia Elementary	5	100	100	100	80	100	80	80	100	100	100
WD Gattis Middle School	6	66	100	100	83	100	33	83	100	83	83
Yucca Middle	39	84	82	82	74	79	71	79	94	82	79
Zia Elementary	29	100	89	96	89	86	86	27	86	82	89

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 that 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 2015			
	Reading %	Math %	Science %
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	40	37
Nation	8	27	33	32	7	32	42	19	1	36	39	25

8th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	20	35	45
Nation	3	29	42	25	8	24	38	30	2	31	34	33

Rounds to zero