



**Clovis Municipal Schools**

**School Grading Summary**

**District Grade C**

	Total Number	Percent
<b>Schools Rated in District</b>	16	100.0
<b>Schools in Priority Status</b>	0	0.0
<b>Schools in Focus Status</b>	0	0.0
<b>Schools in Strategic Status</b>	2	12.5
<b>Schools in Reward Status</b>	0	0.0

Source: PED Assessment and Accountability Division

**What are School Grades?**

School Grading is part of a state and federal statute 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].

**Which schools are graded?**

Schools and districts under the jurisdiction of the Public Education Department (PED) must participate in school grading, including:

- School districts; New Mexico has 89 districts.
- District schools; New Mexico has more than 800 district and locally-authorized charter schools
- Charter Schools, in 2012 New Mexico had 40 state-authorized charter schools

Non-PED schools are exempt from school grading, including private, home, and Bureau of Indian Education schools.

**What does this District Report Card tell me?**

This report provides a concise summary of the district and its schools. Specifically:

- Student Demographics
- District Summary
- Accountability Indicators by Subgroup
- Assessment Summaries for Grades 3-8 and 11
- School Board Member Training
- Teacher Quality
- Parent Survey on Quality of Education
- NAEP Statewide Summary for Grades 4 and 8

**Definitions and Abbreviations**

LEA: Local Educational Authority is a broad term that encompasses districts with multiple schools and independent state-authorized charter schools. Locally-authorized charter schools are reported with their parent district.

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; sometimes noted as "FRL"

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

Recent Arrival: ELL students new to the US who qualified for exemption from the reading assessment

High Poverty Schools: Schools with students most ED (top 25%)

Low Poverty Schools: Schools with students least ED (bottom 25%)

SGTs: School Growth Targets, like predecessor AMOs, increase annually for monitoring subgroup performance and growth. Tables reflect whether the percent of students for the school meet the current year's target percentages.

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

Priority Status (5% of schools)

Focus Status (additional 10% of schools)

Strategic Status (additional 10% of schools)

Reward schools are recognized as the top 5% in the state. To learn more about status consult the Technical Guide at:

<http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading>

**Student Demographics**

	LEA		State	
	Number	%	Number	%
All Students	8,330	100	330,804	100
Female	3,977	47	161,546	48
Male	4,353	52	169,258	51
Caucasian	2,987	35	87,066	26
African-American	692	8	7,523	2
Hispanic	4,484	53	197,083	59
Asian	99	1	4,431	1
American Indian	53	0	34,369	10
ED	6,018	72	227,443	68
SWD	871	10	44,652	13
ELL	788	9	54,715	16
Migrant	36	0	437	0
Recently Arrived	0	0	450	0

Source: LEA 120th day submission to the PED

## Letter Grades for Schools within the LEA

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

## SGTs by Subgroup

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 "on track" to proficiency and are included in the school's percentages. Percentages are available at: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

School	Indicator	SGT %	All Students	Cauc	Afr Amer	Hisp	Asian	Amer Indian	ED	SWD	ELL
Barry Elementary	Math	45.0	Yes	Yes	Yes	Yes	<>	<>	Yes	No	<>
	Reading	52.3	Yes	Yes	No	Yes	<>	<>	Yes	No	<>
Bella Vista Elementary	Math	45.0	No	Yes	No	No	<>	<>	No	No	No
	Reading	52.3	No	Yes	No	No	<>	<>	No	No	No
Cameo Elementary	Math	45.0	No	Yes	No	No	<>	<>	No	No	No
	Reading	52.3	Yes	Yes	No	No	<>	<>	Yes	No	No
Clovis High	Math	45.0	No	Yes	No	No	Yes	Yes	No	No	No
	Reading	52.3	No	Yes	No	No	Yes	Yes	No	No	No
	Graduation	69.9	Yes	Yes	Yes	No	Yes	No	No	No	No
Clovis High Freshman Campus	Math	45.0	<>	<>	<>	<>	<>	<>	<>	<>	<>
	Reading	52.3	<>	<>	<>	<>	<>	<>	<>	<>	<>
	Graduation	69.9	No	Yes	Yes	No	<>	<>	No	No	No
Highland Elementary	Math	45.0	No	No	<>	No	<>	<>	No	No	<>
	Reading	52.3	No	Yes	<>	No	<>	<>	No	No	<>
James Bickley Elementary	Math	45.0	No	Yes	No	No	<>	<>	No	No	No
	Reading	52.3	Yes	Yes	No	Yes	<>	<>	Yes	No	No
La Casita Elementary	Math	45.0	No	<>	<>	No	<>	<>	No	No	No
	Reading	52.3	No	<>	<>	No	<>	<>	No	No	No
Lockwood Elementary	Math	45.0	No	No	<>	No	<>	<>	No	No	No
	Reading	52.3	No	No	<>	Yes	<>	<>	No	No	No
Marshall Middle	Math	45.0	Yes	Yes	Yes	Yes	Yes	<>	Yes	No	No
	Reading	52.3	Yes	Yes	Yes	Yes	Yes	<>	Yes	No	Yes
Mesa Elementary	Math	45.0	Yes	Yes	Yes	Yes	<>	<>	Yes	No	<>
	Reading	52.3	Yes	Yes	Yes	Yes	<>	<>	Yes	No	<>
Parkview Elementary	Math	45.0	No	No	No	No	<>	<>	No	No	No
	Reading	52.3	No	No	No	No	<>	<>	No	No	No

School	Indicator	SGT %	All Students	Cauc	Afr Amer	Hisp	Asian	Amer Indian	ED	SWD	ELL
Ranchvale Elementary	Math	45.0	Yes	Yes	Yes	Yes	<>	<>	Yes	No	<>
	Reading	52.3	Yes	Yes	Yes	Yes	<>	<>	Yes	No	<>
Sandia Elementary	Math	45.0	Yes	Yes	No	Yes	<>	<>	Yes	No	<>
	Reading	52.3	Yes	Yes	Yes	Yes	<>	<>	Yes	No	<>
Yucca Middle	Math	45.0	Yes	Yes	No	No	<>	<>	No	No	No
	Reading	52.3	Yes	Yes	Yes	Yes	<>	<>	Yes	No	No
Zia Elementary	Math	45.0	Yes	Yes	Yes	Yes	Yes	<>	Yes	No	<>
	Reading	52.3	Yes	Yes	Yes	Yes	Yes	<>	Yes	No	<>
<> Fewer than 10 students											

## Proficiencies, Summary by Grade

Students are assessed in reading and mathematics in grades 3-8 and 10-11, and in science in grades 4, 8, and 11. The assessments, the Standards Based Assessment (SBA) and the NM Alternative Performance Assessment (NMAPA, for students with significant cognitive disabilities), were developed to measure grade-level standards that NM educators and the public determined are important for our students to master. Results include all students enrolled, regardless of full academic year (FAY) status. Groups with fewer than 10 students are not reported to meet confidentiality requirements. Percentages include tests that were not scorable due to an invalidation, so totals may not sum to 100%.

3rd Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	25,176	99.7	5	47	25	22	25,173	99.7	4	49	34	13						
State Prior	25,771	99.7	6	47	25	22	25,768	99.8	4	48	35	13						
LEA Current	674	99.8	5	50	23	21	674	99.8	4	58	30	8						
LEA Prior	720	100	6	51	23	20	720	100	3	58	29	10						
Female	316	100	6	53	24	16	316	100	3	59	31	6						
Male	358	99.7	3	48	23	26	358	99.7	4	57	28	11						
Caucasian	231	100	6	65	18	10	231	100	8	70	18	4						
Afr Amer	55	100	2	47	25	25	55	100	<2	51	35	15						
Hispanic	371	99.7	4	42	27	27	371	99.7	2	51	36	10						
Asian	11	100	18	64	9	9	11	100	9	73	18	<2						
Amer Indian	6						6											
ED	529	99.8	3	45	26	26	529	99.8	2	54	33	10						
SWD	69	98.5	4	19	17	58	69	98.5	4	20	42	32						
ELL	85	98.8	2	26	27	44	85	98.8	<2	40	44	14						

Percentages account for invalid tests and may not sum to 100%

Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step

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

\* Science is assessed only in grades 4, 7, and 11

4th Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	25,289	99.8	8	41	37	13	25,285	99.7	10	34	37	19	25,515		7	41	33	19
State Prior	25,808	99.8	7	40	40	14	25,817	99.7	9	36	37	19	25,800	99.7	5	42	33	20
LEA Current	690	100	8	46	34	13	689	100	13	39	33	15	697		6	41	35	18
LEA Prior	680	100	5	47	38	10	680	100	10	38	35	16	680	100	4	46	31	19
Female	322	100	10	49	32	9	322	100	14	42	31	13	325		5	43	34	17
Male	368	100	5	43	36	16	367	100	11	37	35	17	372		8	39	35	19
Caucasian	238	100	11	58	23	8	238	100	20	49	21	11	242		12	57	20	11
Afr Amer	49	100	8	51	24	16	49	100	8	45	29	18	52		6	40	35	19
Hispanic	388	100	5	36	43	16	387	100	7	33	42	17	388		2	32	44	22
Asian	9						9						9					
Amer Indian	6						6						6					
ED	521	100	6	38	40	17	520	100	8	35	38	19	528		3	35	39	23
SWD	81	100	4	17	26	53	81	100	<2	14	43	42	82		<2	24	32	44
ELL	63	100	<2	8	62	30	63	100	<2	19	56	25	64		<2	17	52	31

Percentages account for invalid tests and may not sum to 100%  
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 Blanks indicate too few students to report (N<10)

5th Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	25,327	99.7	9	46	32	13	25,320	99.7	11	33	37	19						
State Prior	25,481	99.8	9	43	36	12	25,481	99.8	9	33	39	19						
LEA Current	646	100	9	55	28	8	646	100	14	38	34	15						
LEA Prior	678	100	10	46	30	14	678	100	11	36	36	17						
Female	308	100	12	58	22	7	308	100	13	37	34	15						
Male	338	100	7	51	33	8	338	100	15	38	33	14						
Caucasian	219	100	16	63	18	3	219	100	27	44	22	6						
Afr Amer	53	100	4	55	30	11	53	100	4	28	43	25						
Hispanic	363	100	6	50	34	10	363	100	7	35	40	18						
Asian	8						8											
Amer Indian	3						3											
ED	468	100	5	51	34	10	468	100	7	33	41	19						
SWD	52	100	6	19	23	52	52	100	<2	17	25	58						
ELL	77	100	<2	29	48	23	77	100	<2	13	55	31						

Percentages account for invalid tests and may not sum to 100%  
 Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step  
 Blanks indicate too few students to report (N<10)

\* Science is assessed only in grades 4, 7, and 11

6th Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	24,724	99.8	8	40	36	15	24,730	99.8	5	32	41	22						
State Prior	25,026	99.7	9	39	36	16	25,019	99.7	5	32	41	22						
LEA Current	659	100	10	48	28	13	659	99.8	9	40	36	15						
LEA Prior	667	99.8	10	47	31	12	667	100	6	40	37	18						
Female	290	100	10	51	29	10	290	99.6	9	37	40	13						
Male	369	100	11	47	27	15	369	100	9	43	33	16						
Caucasian	214	100	20	57	18	5	214	99.5	18	48	28	6						
Afr Amer	61	100	<2	48	33	20	61	100	2	34	38	26						
Hispanic	376	100	7	43	34	16	376	100	5	36	41	18						
Asian	7						7											
Amer Indian	1						1											
ED	490	100	6	45	33	17	490	99.7	4	36	41	18						
SWD	54	100	6	13	15	67	54	98.1	2	9	31	56						
ELL	70	100	<2	17	37	46	70	100	<2	14	51	34						

Percentages account for invalid tests and may not sum to 100%  
 Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step  
 Blanks indicate too few students to report (N<10)

\* Science is assessed only in grades 4, 7, and 11

7th Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	24,520	99.7	6	44	34	15	24,522	99.6	5	37	39	19	24,666		9	29	38	25
State Prior	24,366	99.7	6	42	36	16	24,375	99.6	5	33	38	24	24,362	99.3	9	31	35	25
LEA Current	628	99.8	8	55	25	11	628	99.8	7	44	35	14	637		13	35	32	20
LEA Prior	601	100	5	50	34	11	601	99.8	4	41	37	17	601	100	9	35	35	20
Female	289	99.6	9	55	25	11	289	99.6	7	45	32	15	295		13	32	35	20
Male	339	100	7	55	26	12	339	100	6	43	37	13	342		13	37	30	19
Caucasian	218	100	13	67	14	6	218	100	10	59	24	7	223		23	43	25	9
Afr Amer	56	100	13	43	29	16	56	100	7	32	41	20	57		9	32	40	19
Hispanic	345	99.7	4	49	32	14	345	99.7	4	37	40	18	348		7	30	37	27
Asian	7						7						7					
Amer Indian	2						2						2					
ED	489	99.7	5	50	30	15	489	99.7	4	38	40	18	497		8	31	36	24
SWD	47	100	<2	13	23	64	47	100	<2	6	26	68	46		<2	4	22	74
ELL	57	100	<2	16	51	33	57	100	<2	16	49	35	57		<2	7	40	53

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8th Grade	Reading							Mathematics							Science						
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)						
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1			
State Current	23,724	99.7	7	48	29	17	23,722	99.6	6	36	42	16									
State Prior	24,055	99.7	7	47	29	17	24,058	99.6	4	36	43	16	1								
LEA Current	585	100	6	49	31	14	584	100	7	43	36	13									
LEA Prior	566	100	7	51	27	15	566	100	5	44	38	13									
Female	289	100	9	49	30	12	288	100	9	45	35	11									
Male	296	100	3	49	32	16	296	100	6	41	38	15									
Caucasian	206	100	9	64	21	6	205	100	12	52	29	7									
Afr Amer	45	100	4	44	29	22	45	100	7	31	42	20									
Hispanic	322	100	4	40	38	18	322	100	4	39	41	16									
Asian	11	100	9	55	27	9	11	100	18	45	18	18									
Amer Indian	1						1														
ED	461	100	5	43	35	16	461	100	6	38	40	16									
SWD	46	100	2	15	26	57	46	100	2	7	28	63									
ELL	49	100	2	12	31	55	49	100	4	12	37	47									

Percentages account for invalid tests and may not sum to 100%  
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 Blanks indicate too few students to report (N<10)

\* Science is assessed only in grades 4, 7, and 11

11th Grade	Reading							Mathematics							Science						
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)						
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1			
State Current	22,943	98.6	11	34	38	15	22,931	98.5	7	32	47	13	22,258		3	35	42	19			
State Prior	20,737	99.1	10	38	38	14	20,733	99	6	32	49	12	20,726	98.4	4	35	42	17			
LEA Current	508	99.8	10	32	40	18	508	99.6	7	30	47	16	511		3	36	42	19			
LEA Prior	518	99.8	10	37	36	17	518	99.8	4	34	46	15	517	99.8	<2	33	39	26			
Female	257	100	12	35	40	13	257	99.6	5	29	51	14	255		2	33	49	16			
Male	251	99.6	8	30	39	22	251	99.6	8	30	43	18	256		5	39	35	22			
Caucasian	175	100	19	46	27	7	175	100	12	47	36	5	175		5	55	33	6			
Afr Amer	42	100	2	24	50	24	42	100	2	19	55	24	43		<2	30	44	26			
Hispanic	274	99.6	5	24	46	24	274	99.2	3	19	55	23	276		2	23	48	27			
Asian	7						7						7								
Amer Indian	10	100	10	50	30	10	10	100	<2	60	30	10	10		<2	60	30	10			
ED	265	99.6	4	22	48	26	265	99.2	2	20	54	25	265		2	22	49	28			
SWD	43	100	2	9	33	56	43	100	<2	2	28	70	44		<2	9	23	68			
ELL	34	100	3	12	24	62	34	100	<2	6	47	47	35		<2	6	34	60			

Percentages account for invalid tests and may not sum to 100%  
 Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step  
 Blanks indicate too few students to report (N<10)

### Budgeted Expenditures

Locally-authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual schools or the PED Budget and Finance Office for the budget analyst assigned to that school. These figures represent the district summary for non-charter schools.

	Amount	Percent
	\$	%
Total Expenditures	\$57,468,371	100
Capital Outlay	\$341,000	<1
Community Services	\$0	0
Food Services	\$0	0
Non-Instructional Support	\$0	0
Other	\$1,279,371	6
Student Transportation	\$0	0
Operations & Maintenance	\$7,765,000	36
Central Services	\$1,662,000	8
School Administration	\$3,315,000	15
General Administration	\$755,000	3

### 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
Charles Guthals	33.00
Lola Bryant	8.00
Max Best	20.00
Paul Cordova	11.00
Terry Martin	30.00

Source: NM School Board Association

Instruction	\$1,463,000	7
Students	\$5,466,000	25
Instructional Support Services	\$21,705,371	38
Direct Instruction	\$35,422,000	62

Source: The PED School Budget and Financial Analysis Bureau

### Graduation - 4 Year Cohort of 2011

Graduation accountability is lagged by one year to allow seniors the summer of their final year to complete all requirements. These figures represent students who were expected to graduate on time by August 1, 2011. The cohort includes all students who were ever enrolled during the four years, including part-time students. Blanks indicate too few students to report.

	All Students %	Female %	Male %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	68.7	72.9	64.8	77.4	63.0	66.2	79.3	60.4	62.7	54.0	63.0
Districtwide	72.1	77.7	67.9	81.9	74.7	64.0	>98.0		62.5	51.6	52.3
Clovis High	74.1	80.3	69.6	83.8	75.6	66.0	>98.0		64.7	54.6	53.8
Clovis High Freshman Campus	65.2	69.1	62.3	75.0	71.4	57.9			55.9	43.1	48.0

Source: PED Data Planning and Analysis Bureau

### Graduation - 5 Year Cohort of 2010

These figures represent students who were expected to graduate on time by August 1, 2010 and either graduated on time, or required one additional year. The cohort includes all students who were ever enrolled during the four years, including part-time students. Blanks indicate too few students to report.

	All Students %	Female %	Male %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	66.5	71.4	61.8	74.6	59.3	63.4	83.4	60.8	61.7	62.3	61.2
Districtwide	80.6	83.4	77.9	86.6	75.9	76.5	87.0		71.5	69.0	69.2
Clovis High	82.8	85.2	80.5	89.4	76.2	78.5	85.5		74.5	70.4	73.3
Clovis High Freshman Campus	65.5	66.7	64.3	62.0	70.8	64.6			62.6	50.2	40.2
Marshall Middle	68.4	74.3	62.1	73.9		65.1			59.3	62.4	64.4
Yucca Middle	83.8	88.4	79.2	86.1		81.0			67.1	73.9	76.3

Source: PED Data Planning and Analysis Bureau

### Graduation - 4 Year Cohort of 2011, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2011 but did not graduate. The cohort includes all students who were ever enrolled during the four years, including part-time students. Blanks indicate too few students to report.

	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 %
Clovis High Freshman Campus		11.6	6.0	10.1
Clovis High		14.2	4.0	10.6
Districtwide	<2.0	13.0	4.9	10.4

Source: PED Data Planning and Analysis Bureau

### Teacher Credentials

	Statewide %	LEA %	
Teachers with Emergency or Provisional Credentials	.0	.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	1.6	
	Low Poverty Schools	1.4	
NA= Not applicable; LEA did not have schools that qualified as high or low poverty			
	Number of Teachers	Highest Degree* Bachelor's Advanced	Core Classes Not Taught by Highly Qualified Teachers
Barry Elementary	19	31.6% 68.4%	0.0%
Bella Vista Elementary	27	48.1% 51.9%	0.0%
Cameo Elementary	20	50.0% 50.0%	0.0%
Clovis High	84	46.4% 52.4%	0.0%
Clovis High Freshman Campus	37	48.6% 51.4%	0.0%
Highland Elementary	19	78.9% 21.1%	0.0%
James Bickley Elementary	22	45.5% 54.5%	0.0%
La Casita Elementary	21	52.4% 47.6%	0.0%

	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Lincoln Jackson Arts	9	55.6%	44.4%	
Lockwood Elementary	21	52.4%	47.6%	2.3%
Los Ninos	7	28.6%	71.4%	
Marshall Middle	38	42.1%	57.9%	0.0%
Mesa Elementary	30	43.3%	53.3%	0.0%
Parkview Elementary	28	57.1%	42.9%	0.0%
Ranchvale Elementary	20	55.0%	45.0%	0.0%
Sandia Elementary	22	36.4%	63.6%	0.0%
Yucca Middle	35	45.7%	54.3%	3.0%
Zia Elementary	26	38.5%	61.5%	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	Question Number	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
Districtwide	11	1	18.2	45.5	0.0	18.2	18.2	0.0
Districtwide	11	2	0.0	63.6	27.3	9.1	0.0	0.0
Districtwide	11	3	18.2	27.3	18.2	18.2	9.1	9.1
Districtwide	11	4	9.1	36.4	27.3	27.3	0.0	0.0
Districtwide	11	5	9.1	54.5	0.0	0.0	27.3	9.1
Districtwide	11	6	18.2	27.3	18.2	27.3	0.0	9.1
Districtwide	11	7	18.2	27.3	9.1	27.3	9.1	9.1
Districtwide	11	8	18.2	27.3	18.2	27.3	9.1	0.0
Districtwide	11	9	18.2	18.2	18.2	45.5	0.0	0.0
Districtwide	11	10	36.4	54.5	9.1	0.0	0.0	0.0
Barry Elementary						No Data Available		
Bella Vista Elementary						No Data Available		
Cameo Elementary						No Data Available		
Clovis High	3	1	0.0	33.3	0.0	66.7	0.0	0.0
Clovis High	3	2	0.0	33.3	66.7	0.0	0.0	0.0
Clovis High	3	3	33.3	0.0	66.7	0.0	0.0	0.0
Clovis High	3	4	0.0	33.3	66.7	0.0	0.0	0.0
Clovis High	3	5	0.0	33.3	0.0	0.0	66.7	0.0
Clovis High	3	6	33.3	0.0	0.0	66.7	0.0	0.0
Clovis High	3	7	33.3	66.7	0.0	0.0	0.0	0.0
Clovis High	3	8	0.0	33.3	66.7	0.0	0.0	0.0
Clovis High	3	9	33.3	0.0	33.3	33.3	0.0	0.0
Clovis High	3	10	33.3	33.3	33.3	0.0	0.0	0.0
Clovis High Freshman Campus						No Data Available		
Highland Elementary	2	1	50.0	50.0	0.0	0.0	0.0	0.0
Highland Elementary	2	2	0.0	100.0	0.0	0.0	0.0	0.0
Highland Elementary	2	3	0.0	50.0	0.0	50.0	0.0	0.0
Highland Elementary	2	4	0.0	50.0	0.0	50.0	0.0	0.0
Highland Elementary	2	5	50.0	50.0	0.0	0.0	0.0	0.0
Highland Elementary	2	6	0.0	50.0	50.0	0.0	0.0	0.0
Highland Elementary	2	7	0.0	0.0	50.0	0.0	0.0	50.0
Highland Elementary	2	8	0.0	50.0	0.0	50.0	0.0	0.0
Highland Elementary	2	9	0.0	50.0	0.0	50.0	0.0	0.0
Highland Elementary	2	10	50.0	50.0	0.0	0.0	0.0	0.0
James Bickley Elementary						No Data Available		

- 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	Question Number	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
La Casita Elementary	No Data Available							
Lockwood Elementary	1	1	0.0	100.0	0.0	0.0	0.0	0.0
Lockwood Elementary	1	2	0.0	100.0	0.0	0.0	0.0	0.0
Lockwood Elementary	1	3	0.0	0.0	0.0	100.0	0.0	0.0
Lockwood Elementary	1	4	0.0	0.0	0.0	100.0	0.0	0.0
Lockwood Elementary	1	5	0.0	100.0	0.0	0.0	0.0	0.0
Lockwood Elementary	1	6	0.0	0.0	0.0	100.0	0.0	0.0
Lockwood Elementary	1	7	0.0	0.0	0.0	100.0	0.0	0.0
Lockwood Elementary	1	8	0.0	0.0	0.0	100.0	0.0	0.0
Lockwood Elementary	1	9	0.0	0.0	0.0	100.0	0.0	0.0
Lockwood Elementary	1	10	0.0	100.0	0.0	0.0	0.0	0.0
Marshall Middle	1	1	100.0	0.0	0.0	0.0	0.0	0.0
Marshall Middle	1	2	0.0	100.0	0.0	0.0	0.0	0.0
Marshall Middle	1	3	100.0	0.0	0.0	0.0	0.0	0.0
Marshall Middle	1	4	100.0	0.0	0.0	0.0	0.0	0.0
Marshall Middle	1	5	0.0	100.0	0.0	0.0	0.0	0.0
Marshall Middle	1	6	100.0	0.0	0.0	0.0	0.0	0.0
Marshall Middle	1	7	100.0	0.0	0.0	0.0	0.0	0.0
Marshall Middle	1	8	100.0	0.0	0.0	0.0	0.0	0.0
Marshall Middle	1	9	100.0	0.0	0.0	0.0	0.0	0.0
Marshall Middle	1	10	100.0	0.0	0.0	0.0	0.0	0.0
Mesa Elementary	1	1	0.0	100.0	0.0	0.0	0.0	0.0
Mesa Elementary	1	2	0.0	100.0	0.0	0.0	0.0	0.0
Mesa Elementary	1	3	0.0	100.0	0.0	0.0	0.0	0.0
Mesa Elementary	1	4	0.0	100.0	0.0	0.0	0.0	0.0
Mesa Elementary	1	5	0.0	0.0	0.0	0.0	100.0	0.0
Mesa Elementary	1	6	0.0	100.0	0.0	0.0	0.0	0.0
Mesa Elementary	1	7	0.0	0.0	0.0	0.0	100.0	0.0
Mesa Elementary	1	8	0.0	0.0	0.0	0.0	100.0	0.0
Mesa Elementary	1	9	0.0	100.0	0.0	0.0	0.0	0.0
Mesa Elementary	1	10	0.0	100.0	0.0	0.0	0.0	0.0
Parkview Elementary	No Data Available							
Ranchvale Elementary	2	1	0.0	0.0	0.0	0.0	100.0	0.0
Ranchvale Elementary	2	2	0.0	50.0	0.0	50.0	0.0	0.0
Ranchvale Elementary	2	3	0.0	0.0	0.0	0.0	50.0	50.0
Ranchvale Elementary	2	4	0.0	0.0	50.0	50.0	0.0	0.0
Ranchvale Elementary	2	5	0.0	50.0	0.0	0.0	0.0	50.0
Ranchvale Elementary	2	6	0.0	0.0	50.0	0.0	0.0	50.0
Ranchvale Elementary	2	7	0.0	0.0	0.0	100.0	0.0	0.0
Ranchvale Elementary	2	8	50.0	0.0	0.0	50.0	0.0	0.0
Ranchvale Elementary	2	9	0.0	0.0	0.0	100.0	0.0	0.0
Ranchvale Elementary	2	10	50.0	50.0	0.0	0.0	0.0	0.0
Sandia Elementary	No Data Available							
Yucca Middle	1	1	0.0	100.0	0.0	0.0	0.0	0.0
Yucca Middle	1	2	0.0	0.0	100.0	0.0	0.0	0.0
Yucca Middle	1	3	0.0	100.0	0.0	0.0	0.0	0.0
Yucca Middle	1	4	0.0	100.0	0.0	0.0	0.0	0.0
Yucca Middle	1	5	0.0	100.0	0.0	0.0	0.0	0.0
Yucca Middle	1	6	0.0	100.0	0.0	0.0	0.0	0.0
Yucca Middle	1	7	0.0	100.0	0.0	0.0	0.0	0.0
Yucca Middle	1	8	0.0	100.0	0.0	0.0	0.0	0.0
Yucca Middle	1	9	0.0	0.0	100.0	0.0	0.0	0.0
Yucca Middle	1	10	0.0	100.0	0.0	0.0	0.0	0.0
Zia Elementary	No Data Available							





## 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 the New Mexico Standards Based Assessment (SBA) which annually measures student performance according to New Mexico curriculum standards. All students are required to take the SBA, 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.

4th Grade	Reading (2011)				Math (2011)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
Caucasian	8.0	27.0	38.0	28.0	8.0	40.0	41.0	11.0	1.0	47.0	38.0	14.0
Afr Amer	2.0	15.0	35.0	47.0	3.0	16.0	49.0	32.0	#	16.0	40.0	44.0
Hispanic	1.0	13.0	31.0	54.0	2.0	21.0	48.0	29.0	#	15.0	40.0	45.0
Asian	11.0	28.0	29.0	31.0	19.0	45.0	26.0	11.0	***	***	***	***
Amer Indian	2.0	10.0	25.0	64.0	2.0	14.0	43.0	42.0	#	8.0	37.0	56.0
SWD	1.0	5.0	16.0	78.0	1.0	10.0	33.0	56.0	#	11.0	30.0	59.0
ELL	#	2.0	12.0	86.0	#	5.0	40.0	56.0	#	2.0	20.0	78.0
ED	2.0	12.0	31.0	56.0	2.0	19.0	48.0	31.0	#	15.0	39.0	45.0
New Mexico	3.0	17.0	33.0	47.0	4.0	26.0	45.0	25.0	#	24.0	39.0	37.0
Nation	7.0	25.0	34.0	34.0	6.0	33.0	42.0	18.0	1	32.0	39.0	29.0

8th Grade	Reading (2011)				Math (2011)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
Caucasian	2.0	33.0	47.0	17.0	8.0	33.0	41.0	19.0	2.0	38.0	37.0	23.0
Afr Amer	#	14.0	47.0	39.0	2.0	14.0	35.0	49.0	***	***	***	***
Hispanic	1.0	16.0	47.0	37.0	2.0	16.0	41.0	41.0	#	15.0	35.0	50.0
Asian	10.0	29.0	40.0	21.0	***	***	***	***	***	***	***	***
Amer Indian	1.0	15.0	36.0	48.0	1.0	6.0	37.0	56.0	#	9.0	32.0	59.0
SWD	#	4.0	24.0	72.0	1.0	5.0	23.0	72.0	#	6.0	20.0	73.0
ELL	#	1.0	21.0	78.0	#	2.0	24.0	75.0	#	2.0	11.0	87.0
ED	#	15.0	45.0	39.0	1.0	14.0	41.0	44.0	#	14.0	33.0	52.0
New Mexico	1.0	21.0	46.0	32.0	4.0	20.0	40.0	36.0	1.0	22.0	35.0	43.0
Nation	3.0	29.0	43.0	25.0	8.0	26.0	39.0	28.0	2.0	29.0	34.0	36.0

\* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment  
 # Rounds to zero  
 Blank=Too few students to report

### Statewide Participation

	Reading %	Math %	Science %
4th Grade ELL	82.0	93.0	94.0 (2009)
4th Grade SWD*	72.0	84.0	86.0 (2009)
8th Grade ELL	80.0	94.0	93.0 (2011)
8th Grade SWD*	66.0	86.0	87.0 (2011)

\* NAEP does not accommodate students with severe disabilities; participation in NAEP is not mandatory