



Adequate Yearly Progress (AYP) Summary

Texico Municipal Schools	
AYP Rating	Not Met
Improvement Status	Progressing
Schools rated in the district	3
Schools in Improvement	0
Schools in Corrective Action	0
Schools in Restructuring	0

Source: NMPED Assessment and Accountability

What is Adequate Yearly Progress (AYP)?

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary and Secondary Education Act (ESEA) of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2011-2012, but that were derived from the achievement of students in the 2010-2011 school year.

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 attendance in elementary and middle schools and graduation for high schools.

Who has to meet AYP?

Subgroups of 25 or more students within each school, district, and the state must meet AYP. The subgroups include Caucasian, African American, Asian/Pacific Islander, Hispanic, American Indian/Alaskan Native, Economically Disadvantaged (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

Definitions and Abbreviations

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Am: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years

- ED: Free or Reduced Lunch; qualifies the student as Economically Disadvantaged
- SWD: Students with disabilities; does not include special education students who are gifted
- High Poverty Schools: Schools with the most students eligible for FRL (top 25%)
- Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)
- LEA: Local Education Agency which refers to either a district or a charter school

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

Student Demographics

	LEA		State	
	N	%	N	%
All Students	571	100	334,700	100
Female	274	48	163,202	49
Male	297	52	171,498	51
Caucasian	304	53	88,508	26
Afr Am	16	3	7,765	2
Hispanic	250	44	198,850	59
Asian	0	0	4,463	< 2
Am Indian	1	< 2	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	92	16	47,480	14
ELL	54	9	53,815	16
Recently Arrived *	0	0	40	< 2
ED	307	54	228,186	68
Migrant	0	0	452	< 2

Source: LEA's 120th day submission to the NMPED STARS. * ELL Students new to the U.S. who qualified for exemption from reading assessment.

Adequate Yearly Progress (AYP) for Schools within LEA

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Texico Elementary	Not Met	Progressing	Texico High	Met	Progressing
Texico Middle	Not Met	Progressing			

Source: NMPED Assessment and Accountability

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by a blank).

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator	Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
LEA Reading Proficiency*	75	68	75		57			55	33	24
Texico Elementary Reading Proficiency*	77	67	79		51			54	45	
Texico High Reading Proficiency*	75	72	77		64			62		
Texico Middle Reading Proficiency*	72	68	72		64			54		
LEA Reading Participation	95	100	100		100			100		
Texico Elementary Reading Participation	95	100	100		100			100		
Texico High Reading Participation	95	100								
Texico Middle Reading Participation	95	100	100		100			100		
LEA Math Proficiency*	66	63	69		54			51	39	18
Texico Elementary Math Proficiency*	68	67	77		53			57	45	
Texico High Math Proficiency*	66	64	73		50			46		
Texico Middle Math Proficiency*	63	59	61		58			43		
LEA Math Participation	95	100	100		100			100		
Texico Elementary Math Participation	95	100	100		100			100		
Texico High Math Participation	95	100								
Texico Middle Math Participation	95	100	100		100			100		
Texico Elementary Attendance Rate	92	96	96		96			96	96	95
Texico Middle Attendance Rate	92	96	96		96			95		
All Students in Grade 12 Graduation Rate	65	>98	>98		>98			98		
Texico High Graduation Rate	65	>98	>98		>98			98		

Source: NMPED Assessment and Accountability; Full Academic Year only;

* % of students scoring Proficient or Above;

Blank = Too few or no students to report

Proficiencies by Grade Span for Subgroups - All¹ - within LEA

Academic Indicator	Goal	All	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
	%	%	%	%	%	%	%	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	66	80		49		53	38	30	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	66	73		57		53			
District Wide-Grades 11	Reading Proficiency*	75	68	72		60		53			
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	67	75		56		57	38	30	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	59	62		55		44			
District Wide-Grades 11	Math Proficiency*	66	60	68		47		40			

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;

* % of students scoring Proficient or Above; Blank = Too few or no students to report

Expenditures

	Expenditure (\$)	%
Direct Instruction	3,206,304	62
Instructional Support	1,821,239	35
Students	305,117	6
Instruction	66,864	1
General Administration	207,665	4
School Administration	350,253	7
Central Services	150,298	3
Operations Maintenance	486,838	9
Student Transportation	0	<1
Other	254,204	5
Non-Instructional Support	1,500	<1
Food Services	0	<1
Community Services	1,500	<1
Capital Outlay	171,745	3
Total	5,200,788	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training

Board Member	Number of Points*
Cary Crist	9
Duwain Hill	16
Jim Pena	17
Justin Barnes	8
Tim Foote	2

Source: New Mexico School Board Association

* Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

State Assessment Results (district results exclude charter schools)

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM standards and benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2011. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

Proficiencies for Subgroups - All¹ - within LEA

3rd Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,771	6	47	25	22	0	100	25,768	4	48	35	13	0							
State Prior	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
LEA Current	100	41	7	66	20	7	0	100	41	7	80	12	0	0							
LEA Prior	100	40	10	72	10	8	0	100	40	28	55	12	5	0	100	40	15	75	10	0	0
Female	100	16	6	56	25	12	0	100	16	0	81	19	0	0							
Male	100	25	8	72	16	4	0	100	25	12	80	8	0	0							
Caucasian	100	17	12	71	18	0	0	100	17	6	88	6	0	0							
Afr Am		2							2												
Hispanic	100	22	5	64	18	14	0	100	22	9	73	18	0	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		5							5												
ED	100	27	4	59	26	11	0	100	27	7	74	19	0	0							
SWD		4							4												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

4th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,808	7	40	40	14	0	100	25,817	9	36	37	19	0	100	25,800	5	42	33	20	0
State Prior	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
LEA Current	100	42	2	52	40	5	0	100	42	5	52	38	5	0	100	42	2	45	40	12	0
LEA Prior	100	41	5	59	37	0	0	100	41	0	56	44	0	0	100	41	0	63	37	0	0
Female	100	25	0	64	36	0	0	100	25	4	60	36	0	0	100	25	0	56	40	4	0
Male	100	17	6	35	47	12	0	100	17	6	41	41	12	0	100	17	6	29	41	24	0
Caucasian	100	18	6	67	28	0	0	100	18	11	61	28	0	0	100	18	6	61	28	6	0
Afr Am		1							1							1					
Hispanic	100	23	0	39	52	9	0	100	23	0	43	48	9	0	100	23	0	30	52	17	0
Asian		0							0						0						
Am Indian		0							0						0						
ELL		5							5						5						
ED	100	27	0	37	56	7	0	100	27	0	44	48	7	0	100	27	0	30	52	19	0
SWD		1							1						1						

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

5th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,481	9	43	36	12	0	100	25,481	9	33	39	19	0							
State Prior	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
LEA Current	100	46	17	52	28	2	0	100	46	11	46	37	7	0							
LEA Prior	100	43	26	56	14	5	0	100	43	19	56	23	2	0	100	43	5	53	40	2	0
Female	100	20	30	45	25	0	0	100	20	15	45	30	10	0							
Male	100	26	8	58	31	4	0	100	26	8	46	42	4	0							
Caucasian	100	30	27	57	13	3	0	100	30	17	50	33	0	0							
Afr Am		2							2												
Hispanic	100	14	0	36	64	0	0	100	14	0	36	43	21	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		3							3												
ED	100	22	9	50	36	5	0	100	22	5	36	45	14	0							
SWD		5							5												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

6th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,026	9	39	36	16	0	100	25,019	5	32	41	22	0							
State Prior	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
LEA Current	100	44	16	55	23	7	0	100	44	7	48	39	7	0							
LEA Prior	100	38	5	50	42	3	0	100	38	18	45	34	3	0	100	38	8	47	37	8	0
Female	100	19	26	63	11	0	0	100	19	5	58	37	0	0							
Male	100	25	8	48	32	12	0	100	25	8	40	40	12	0							
Caucasian	100	27	19	56	15	11	0	100	27	7	48	33	11	0							
Afr Am		0							0						0						
Hispanic	100	17	12	53	35	0	0	100	17	6	47	47	0	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		3							3												
ED	100	23	13	43	35	9	0	100	23	4	35	52	9	0							
SWD		3							3												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

7th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level			Participating %	Number Tested	% at Each Proficiency Level						
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof			Beginning Step	Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	24,366	6	42	36	16	0	100	24,375	5	33	38	24	0	99	24,362	9	31	35	25	1
State Prior	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
LEA Current	100	42	12	52	29	7	0	100	42	7	67	19	7	0	100	42	19	33	38	10	0
LEA Prior	100	33	6	42	42	9	0	100	33	12	36	45	6	0	100	33	3	39	48	9	0
Female	100	20	15	65	15	5	0	100	20	5	85	10	0	0	100	20	20	40	35	5	0
Male	100	22	9	41	41	9	0	100	22	9	50	27	14	0	100	22	18	27	41	14	0
Caucasian	100	23	17	61	22	0	0	100	23	13	70	9	9	0	100	23	30	35	30	4	0
Afr Am		3							3							3					
Hispanic	100	16	6	44	38	12	0	100	16	0	69	25	6	0	100	16	6	31	44	19	0
Asian		0							0							0					
Am Indian		0							0							0					
ELL		4							4							4					
ED	100	20	0	50	35	15	0	100	20	0	65	30	5	0	100	20	5	35	45	15	0
SWD		3							3							3					

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

8th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level			Participating %	Number Tested	% at Each Proficiency Level						
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof			Beginning Step	Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	24,055	7	47	29	17	0	100	24,058	4	36	43	16	0		1					
State Prior	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
LEA Current	100	35	9	54	26	11	0	100	35	3	43	31	23	0							
LEA Prior	100	46	20	48	26	7	0	100	46	7	48	35	11	0	100	46	2	48	46	4	0
Female	100	18	6	50	28	17	0	100	18	0	28	44	28	0							
Male	100	17	12	59	24	6	0	100	17	6	59	18	18	0							
Caucasian	100	27	11	56	26	7	0	100	27	4	48	33	15	0							
Afr Am		1							1												
Hispanic		7							7												
Asian		0							0							0					
Am Indian		0							0							0					
ELL		2							2												
ED	100	16	0	50	25	25	0	100	16	0	25	31	44	0							
SWD		3							3												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups within LEA

11th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	99	20,737	10	38	38	14	1	99	20,733	6	32	49	12	1	98	20,726	4	35	42	17	2
State Prior	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
LEA Current	100	40	18	50	28	5	0	100	40	5	55	38	2	0	100	40	2	55	40	2	0
LEA Prior	100	46	22	65	13	0	0	100	46	20	35	41	4	0	100	46	7	78	15	0	0
Female	100	22	27	50	23	0	0	100	22	9	50	41	0	0	100	22	0	59	41	0	0
Male	100	18	6	50	33	11	0	100	18	0	61	33	6	0	100	18	6	50	39	6	0
Caucasian	100	25	20	52	20	8	0	100	25	4	64	28	4	0	100	25	4	64	28	4	0
Afr Am		0							0							0					
Hispanic	100	15	13	47	40	0	0	100	15	7	40	53	0	0	100	15	0	40	60	0	0
Asian		0							0							0					
Am Indian		0							0							0					
ELL		0							0							0					
ED	100	15	13	40	33	13	0	100	15	7	33	53	7	0	100	15	0	40	53	7	0
SWD		2							2							2					

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = Too few students to report

Graduation - High School 4-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	26,490	67	12,895	72	13,595	63	7,863	76	616	62	14,394	64	351	84	3,266	60	9,271	61	5,209	66	14,089	61
LEA	57	>98	34	>98	23	97	31	>98			25	>98			1		3		9		18	98
Texico High	57	>98	34	>98	23	97	31	>98			25	>98			1		3		9		18	98

Source: PED Assessment and Accountability. Class of 2010; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School 5-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	27,290	70	13,270	74	14,020	68	8,440	78	744	68	14,137	67	340	85	3,629	64	9,820	68	5,530	68	13,486	65
LEA	54	>98	30	>98	24	>98	31	>98	1		21	97			1		2		6		23	98
Texico High	54	>98	30	>98	24	>98	31	>98	1		21	97			1		2		6		23	98

Source: PED Assessment and Accountability. Class of 2009; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School Non-Graduates within LEA

Group	Certificate		Status Unknown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATE	310	<2	5,489	21	1,734	6	1,334	5
LEA								
Texico High								

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	0	2.9
High Poverty Schools	N/A	N/A
Low Poverty Schools	0	3.5
Texico Elementary	0	0.0
Texico High	0	0.0
Texico Middle	0	8.1

Source: LEA's 120th day submission to NMPED;
Blank = No data available

Teacher Quality, Level of Education

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
STATE	22,031	56	42
LEA	40	8	92
Texico Elementary	18	6	94
Texico High	18	11	89
Texico Middle	14	0	100

Source: LEA's 120th day submission to NMPED
 Teacher totals may differ because of district assignments

Quality of Education Survey

Questions:

- 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.

Q	Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1 STATE	90,980	36.5	54.3	3.7	1.3	3.2	1.1
2 STATE	91,126	33.0	52.8	7.6	2.6	3.1	0.9
3 STATE	91,050	36.9	52.2	5.5	1.4	3.1	0.9
4 STATE	91,192	35.9	50.8	7.7	2.0	2.1	1.5
5 STATE	91,185	31.0	50.9	6.0	1.9	9.2	1.1
6 STATE	91,109	31.7	53.0	6.8	2.5	4.7	1.2
7 STATE	91,168	25.3	48.5	12.8	3.7	7.7	2.0
8 STATE	91,172	44.5	46.6	5.2	1.7	1.2	0.9
9 STATE	91,082	32.3	53.3	5.9	1.8	5.4	1.3
10 STATE	91,006	38.5	51.3	6.2	1.4	1.4	1.2
1 LEA	434	50.5	44.2	1.4	0.5	2.5	0.9
2 LEA	434	41.7	50.9	3.2	0.7	2.3	1.2
3 LEA	434	62.9	33.4	0.5	1.2	1.2	0.9
4 LEA	434	38.2	46.5	6.0	2.3	2.1	4.8
5 LEA	434	39.2	49.5	3.7	1.6	5.5	0.5
6 LEA	434	44.5	45.6	3.2	2.1	2.1	2.5
7 LEA	434	35.5	43.3	8.5	3.2	6.7	2.8
8 LEA	434	43.8	50.7	1.6	1.6	0.5	1.8
9 LEA	434	41.5	48.6	3.9	1.6	2.5	1.8
10 LEA	434	48.6	43.5	2.3	1.4	1.6	2.5
1 Texico Elementary	263	52.1	42.6	0.8	0.4	3.4	0.8
2 Texico Elementary	263	44.5	48.3	1.5	0.8	3.0	1.9
3 Texico Elementary	263	62.4	33.5	0.4	0.8	1.9	1.1

Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
4	Texico Elementary	263	46.0	40.3	4.9	1.9	1.9	4.9
5	Texico Elementary	263	41.1	47.5	3.0	0.8	7.6	0.0
6	Texico Elementary	263	51.0	43.0	0.4	1.1	2.7	1.9
7	Texico Elementary	263	35.7	39.5	7.6	3.8	9.9	3.4
8	Texico Elementary	263	52.5	44.1	0.4	1.5	0.4	1.1
9	Texico Elementary	263	50.6	39.2	3.0	1.1	3.4	2.7
10	Texico Elementary	263	47.9	41.8	3.0	1.9	1.5	3.8
1	Texico High	120	45.8	49.2	2.5	0.0	0.8	1.7
2	Texico High	120	31.7	60.0	6.7	0.0	1.7	0.0
3	Texico High	120	66.7	31.7	0.8	0.8	0.0	0.0
4	Texico High	120	21.7	60.8	9.2	0.8	2.5	5.0
5	Texico High	120	33.3	55.8	5.0	2.5	3.3	0.0
6	Texico High	120	31.7	53.3	8.3	1.7	1.7	3.3
7	Texico High	120	32.5	50.8	12.5	1.7	1.7	0.8
8	Texico High	120	25.0	65.8	4.2	0.8	0.8	3.3
9	Texico High	120	23.3	67.5	6.7	0.8	0.8	0.8
10	Texico High	120	44.2	50.0	1.7	0.8	2.5	0.8
1	Texico Middle	51	52.9	41.2	2.0	2.0	2.0	0.0
2	Texico Middle	51	51.0	43.1	3.9	2.0	0.0	0.0
3	Texico Middle	51	56.9	37.3	0.0	3.9	0.0	2.0
4	Texico Middle	51	37.3	45.1	3.9	7.8	2.0	3.9
5	Texico Middle	51	43.1	45.1	3.9	3.9	0.0	3.9
6	Texico Middle	51	41.2	41.2	5.9	7.8	0.0	3.9
7	Texico Middle	51	41.2	45.1	3.9	3.9	2.0	3.9
8	Texico Middle	51	43.1	49.0	2.0	3.9	0.0	2.0
9	Texico Middle	51	37.3	52.9	2.0	5.9	2.0	0.0
10	Texico Middle	51	62.7	37.3	0.0	0.0	0.0	0.0

Source: NMPED online anonymous parent survey
Blanks = No data available

Statewide Results for the National Assessment of Educational Progress (NAEP)

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

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Assessment year is the most recent available at the time of this report

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)
Nation	7	24	34	34	6	33	43	19	1	32	71	29
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
ED	1	11	31	57	1	16	46	36	0	15	55	45
ELL	#	3	13	84	#	5	36	60	#	2	22	78
SWD	1	4	12	83	#	9	41	50	#	13	43	57
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
Asian	12	27	32	29								
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)
Nation	2	28	43	26	7	25	39	29	1	29	62	38
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
ED	1	14	43	43	1	10	38	50	0	13	43	57
ELL	#	1	13	87	#	2	18	80	#	1	13	87
SWD	#	4	21	75	#	5	17	77	0	9	23	77
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
Asian												
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Af Amer	1	15	40	44	2	11	42	45				
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19

* Information at <http://nationsreportcard.gov/>

Basic¹ is most comparable to Proficient on New Mexico's Standards Based Assessment

Blank = Too few or no students to report; # Rounds to zero

Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

* Information at <http://nationsreportcard.gov/>

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