



**AYP Summary**

EUNICE MUNICIPAL SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Met

	Total Number	%
Schools rated in district	3	100
Schools in Improvement	3	100
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

**Report Contents**

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**Definitions and Abbreviations**

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

FRL: 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%)

**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 & 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 2009-2010, but that were derived from the achievement of students in the 2008-2009 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 (FRL), Students with Disabilities (SWD), and English Language Learners (ELL).

<b>Student Demographics</b>				
	EUNICE MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	301	51.1	160,866	47.0
Male	288	48.9	169,312	49.5
Caucasian	276	46.9	95,406	27.9
African-American	7	1.2	8,670	2.5
Hispanic	304	51.6	185,147	54.1
Asian/Pacific Islander	1	0.2	4,506	1.3
American Indian	1	0.2	36,449	10.7
English Language Learners	42	7.1	55,866	16.3
Students with Disabilities	82	13.9	45,346	13.3
Free/Reduced Lunch Program	349	59.3	203,946	59.6
Migrant	1	0.2	575	0.2

Source: STARS 40th day submission to Public Education Department.

## Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
CATON MIDDLE	Not Met	SI-1	EUNICE HIGH	Met	SI-1 delay
METTIE JORDAN ELEM	Not Met	SI-1			

## AYP by Subgroup

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 <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	48.0	53.8	<>	42.0	<>	<>	44.2	43.5	20.0
Districtwide-Grades 6-8	Reading Proficiency	57	45.8	48.4	<>	43.2	<>	<>	47.3	<>	13.3
Districtwide-Grade 11	Reading Proficiency	60	46.3	50.0	<>	44.4	<>	<>	35.3	<>	<>
CATON MIDDLE	Reading Proficiency	57	45.8	48.4	<>	43.2	<>	<>	47.3	<>	<>
EUNICE HIGH	Reading Proficiency	60	46.3	50.0	<>	44.4	<>	<>	35.3	<>	<>
METTIE JORDAN ELEM	Reading Proficiency	63	48.0	53.8	<>	42.0	<>	<>	44.2	30.4	<>
Districtwide-Grades 3-5	Math Proficiency	50	30.1	28.8	<>	30.4	<>	<>	29.1	30.4	10.0
Districtwide-Grades 6-8	Math Proficiency	41	28.5	29.0	<>	27.2	<>	<>	29.7	<>	6.7
Districtwide-Grade 11	Math Proficiency	46	29.3	40.9	<>	16.7	<>	<>	11.8	<>	<>
CATON MIDDLE	Math Proficiency	41	28.5	29.0	<>	27.2	<>	<>	29.7	<>	<>
EUNICE HIGH	Math Proficiency	46	29.3	40.9	<>	16.7	<>	<>	11.8	<>	<>
METTIE JORDAN ELEM	Math Proficiency	50	30.1	28.8	<>	30.4	<>	<>	29.1	21.7	<>
Districtwide-Grades 3-5	Attendance Rate	92	95.9	95.3	97.9	96.3	<>	100	96.0	97.4	94.1
Districtwide-Grades 6-8	Attendance Rate	92	95.9	95.3	<>	96.3	98.3	<>	96.0	97.4	94.1
CATON MIDDLE	Attendance Rate	92	95.9	95.3	<>	96.3	98.3	<>	96.0	97.4	94.1
EUNICE HIGH	Attendance Rate	92	96.1	95.9	96.9	96.2	<>	<>	95.8	97.0	95.2
METTIE JORDAN ELEM	Attendance Rate	92	97.7	97.6	92.7	97.9	<>	100	97.5	98.5	96.9
All Students	Graduation Rate	52	63.6	55.6	NDA	73.1	<>	<>	85.6	<>	<>
EUNICE HIGH	Graduation Rate	52	63.6	55.6	<>	73.1	<>	<>	85.6	<>	<>

## National Assessment of Educational Progress (NAEP) Statewide Results

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. Results presented here are from 2009 (reading and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0
8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0	30.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

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

\*\*\* Sample size was insufficient to permit a reliable estimate

# Rounds to zero

### NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

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

## Assessment Summary by Grade

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 2009. 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.

3rd Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	24	0	37	41	20	100	24	0	29	62	8	100	24	0	75	25	0			
Male	100	12	8	75	8	8	100	12	0	58	41	0	100	12	8	91	0	0			
Caucasian	100	17	0	35	41	23	100	17	0	23	70	5	100	17	0	76	23	0			
Black	<>						<>						<>								
Hispanic	100	19	5	63	21	10	100	19	0	52	42	5	100	19	5	84	10	0			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	100	10	10	60	10	20	100	10	0	50	40	10	100	10	10	70	20	0			
FRL	100	24	4	54	29	12	100	24	0	45	54	0	100	24	4	83	12	0			
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	36	2	50	30	16	100	36	0	38	55	5	100	36	2	80	16	0			
All 2007-08	100	41	9	48	26	14	100	41	0	29	63	7	100	41	7	63	29	0			
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0			
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
<> Fewer than 10 students

4th Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	24	16	41	16	25	100	24	0	33	54	12	100	24	0	54	45	0			
Male	100	20	10	25	40	25	100	20	0	30	70	0	100	20	0	40	60	0			
Caucasian	100	15	20	46	20	13	100	15	0	46	53	0	100	15	0	66	33	0			
Black	<>						<>						<>								
Hispanic	100	28	10	25	32	32	100	28	0	25	64	10	100	28	0	35	64	0			
Asian	<>						<>						<>								
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
ELL	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>			
FRL	100	31	9	32	32	25	100	31	0	25	64	9	100	31	0	41	58	0			
SWD	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	44	13	34	27	25	100	44	0	31	61	6	100	44	0	47	52	0			
All 2007-08	100	37	13	40	32	13	100	37	2	29	59	8	100	37	0	59	40	0			
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3			
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
<> Fewer than 10 students

5th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	25	8	44	44	4	100	25	0	20	60	20	100	25	0	52	44	4	
Male	100	18	0	33	61	5	100	18	0	22	66	11	100	18	0	38	61	0	
Caucasian	100	20	5	55	35	5	100	20	0	20	60	20	100	20	0	50	45	5	
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Hispanic	100	22	4	22	68	4	100	22	0	18	68	13	100	22	0	40	59	0	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
FRL	100	31	3	32	58	6	100	31	0	19	61	19	100	31	0	41	54	3	
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
All 2008-09	100	43	4	39	51	4	100	43	0	20	62	16	100	43	0	46	51	2	
All 2007-08	100	46	6	43	45	4	100	46	4	26	58	10	100	46	2	47	47	2	
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5	
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

6th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	19	10	36	42	10	100	19	0	5	78	15	100	19	0	21	68	10	
Male	100	30	0	36	56	6	100	30	0	20	63	16	100	30	0	33	60	6	
Caucasian	100	20	5	35	50	10	100	20	0	15	75	10	100	20	0	35	60	5	
Black	<>						<>						<>						
Hispanic	100	29	3	37	51	6	100	29	0	13	65	20	100	29	0	24	65	10	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
FRL	100	32	3	43	43	9	100	32	0	18	68	12	100	32	0	28	62	9	
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	49	4	36	51	8	100	49	0	14	69	16	100	49	0	28	63	8	
All 2007-08	100	46	4	45	47	2	100	46	2	23	69	4	100	46	4	30	60	4	
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11	
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	21	4	28	61	4	100	21	9	23	61	4	100	21	0	33	57	9
Male	100	29	3	41	48	6	100	29	3	34	51	10	100	29	3	37	55	3
Caucasian	100	23	8	30	47	13	100	23	8	26	47	17	100	23	4	43	43	8
Black	<>						<>						<>					
Hispanic	100	27	0	40	59	0	100	27	3	33	62	0	100	27	0	29	66	3
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	100	29	3	34	58	3	100	29	6	31	55	6	100	29	3	27	65	3
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	50	4	36	54	6	100	50	6	30	56	8	100	50	2	36	56	6
All 2007-08	100	50	6	34	52	8	100	50	8	20	48	24	100	50	0	30	58	12
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	20	5	60	25	10	100	20	10	25	50	15	100	20	0	25	65	10
Male	100	25	12	40	48	0	100	25	8	28	64	0	100	25	0	32	56	12
Caucasian	100	19	5	63	31	0	100	19	10	26	57	5	100	19	0	42	52	5
Black	<>						<>						<>					
Hispanic	100	25	12	36	44	8	100	25	8	24	60	8	100	25	0	20	64	16
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>						<>						<>					
ELL	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
FRL	100	30	6	50	36	6	100	30	6	26	60	6	100	30	0	23	63	13
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	45	8	48	37	4	100	45	8	26	57	6	100	45	0	28	60	11
All 2007-08	100	52	0	48	40	11	100	52	0	25	59	15	100	52	0	13	63	23
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

11th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	19	0	52	31	15	100	19	0	26	42	31	100	19	0	10	84	5
Male	100	22	0	40	50	9	100	22	4	27	59	9	100	22	0	45	50	4
Caucasian	100	22	0	50	31	18	100	22	4	36	50	9	100	22	0	36	59	4
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	18	0	44	50	5	100	18	0	16	55	27	100	18	0	22	72	5
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	100	17	0	35	47	17	100	17	0	11	52	35	100	17	0	17	70	11
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	41	0	46	41	12	100	41	2	26	51	19	100	41	0	29	65	4
All 2007-08	100	40	5	32	57	5	100	40	2	10	60	27	100	39	0	17	76	5
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step  
 <> Fewer than 10 students

### Budgeted Expenditures

Includes state general fund operational monies only for 2008-2009

	Expenditure	%
<b>Direct Instruction</b>	<b>2,816,483</b>	<b>58</b>
<b>Instructional Support Services</b>	<b>2,056,274</b>	<b>42</b>
Students	314,614	6
Instruction	98,439	2
General Administration	250,280	5
School Administration	276,890	6
Central Services	216,810	4
Operations & Maintenance	876,060	18
Student Transportation	0	0
Other	23,181	<1
<b>Non-Instructional Support</b>	<b>0</b>	<b>0</b>
Food Services	0	0
Community Services	0	0
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>4,872,757</b>	

Source: Projected expenditures reported to NMPED School Budget Office.

### School Board Participation

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

Member	Points
David Gallegos	10
Heath Dean	5
Richard Don Jones	14
Shelly Robinson	11
Steve Almager	10

Source: 2008-09 New Mexico School Board Association Annual Report.

## Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials: Statewide: 0.00% District: 0.00%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	0.00%
Low Poverty Schools	1.41%	0.00%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	40	62.5	37.5	0.0
CATON MIDDLE	10	80.0	20.0	0.0
EUNICE HIGH	16	56.2	43.8	0.0
METTIE JORDAN ELEM	19	57.9	42.1	0.0

Teacher totals may differ because of district assignments.

NDA = No data available

## Parent Survey on the Quality of Education

The Quality of Education Survey is provided annually to all parents statewide. These 10 questions are required by state regulation:

- 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.

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
CATON MIDDLE	***	1						
Districtwide	2	1	0	100	0	0	0	0
Districtwide	2	2	0	50	50	0	0	0
Districtwide	2	3	0	100	0	0	0	0
Districtwide	2	4	0	50	50	0	0	0
Districtwide	2	5	0	50	50	0	0	0
Districtwide	2	6	0	50	50	0	0	0
Districtwide	2	7	0	100	0	0	0	0
Districtwide	2	8	0	100	0	0	0	0
Districtwide	2	9	0	100	0	0	0	0
Districtwide	2	10	50	50	0	0	0	0
EUNICE HIGH	2	1	0	100	0	0	0	0
EUNICE HIGH	2	2	0	50	50	0	0	0
EUNICE HIGH	2	3	0	100	0	0	0	0
EUNICE HIGH	2	4	0	50	50	0	0	0
EUNICE HIGH	2	5	0	50	50	0	0	0
EUNICE HIGH	2	6	0	50	50	0	0	0



	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
EUNICE HIGH	2	7	0	100	0	0	0	0
EUNICE HIGH	2	8	0	100	0	0	0	0
EUNICE HIGH	2	9	0	100	0	0	0	0
EUNICE HIGH	2	10	50	50	0	0	0	0
METTIE JORDAN ELEM	***	1						
(blank) = No data available								