



AYP Summary

CAPITAN MUNICIPAL SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Met

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

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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).

Student Demographics				
	CAPITAN MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	233	46.7	160,866	47.0
Male	266	53.3	169,312	49.5
Caucasian	355	71.1	95,406	27.9
African-American	4	0.8	8,670	2.5
Hispanic	130	26.1	185,147	54.1
Asian/Pacific Islander	2	0.4	4,506	1.3
American Indian	8	1.6	36,449	10.7
English Language Learners	0	0.0	55,866	16.3
Students with Disabilities	46	9.2	45,346	13.3
Free/Reduced Lunch Program	284	56.9	203,946	59.6
Migrant	0	0.0	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
CAPITAN ELEMENTARY	Met	Progressing	CAPITAN HIGH	Met	Progressing
CAPITAN MIDDLE	Not Met	Progressing			

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	77.9	79.5	<>	76.7	<>	<>	73.0	<>	<>
Districtwide-Grades 6-8	Reading Proficiency	57	55.7	58.4	<>	50.0	<>	<>	54.0	<>	18.2
Districtwide-Grade 11	Reading Proficiency	60	70.0	77.8	<>	58.3	<>	<>	63.6	<>	<>
CAPITAN ELEMENTARY	Reading Proficiency	63	77.9	79.5	<>	50.0	<>	<>	73.0	<>	<>
CAPITAN HIGH	Reading Proficiency	60	70.0	77.8	<>	58.3	<>	<>	63.6	<>	<>
CAPITAN MIDDLE	Reading Proficiency	57	55.7	58.4	<>	44.4	<>	<>	54.0	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	72.1	75.0	<>	66.7	<>	<>	63.5	<>	<>
Districtwide-Grades 6-8	Math Proficiency	41	23.5	22.1	<>	25.0	<>	<>	17.5	<>	9.1
Districtwide-Grade 11	Math Proficiency	46	43.3	38.9	<>	50.0	<>	<>	27.3	<>	<>
CAPITAN ELEMENTARY	Math Proficiency	50	72.1	75.0	<>	43.3	<>	<>	63.5	<>	<>
CAPITAN HIGH	Math Proficiency	46	43.3	38.9	<>	50.0	<>	<>	27.3	<>	<>
CAPITAN MIDDLE	Math Proficiency	41	23.5	22.1	<>	25.0	<>	<>	17.5	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	96.1	95.7	<>	96.9	95.8	96.1	96.0	98.9	96.8
Districtwide-Grades 6-8	Attendance Rate	92	96.1	95.7	99.0	96.9	<>	96.1	96.0	<>	96.8
CAPITAN ELEMENTARY	Attendance Rate	92	95.0	94.8	<>	95.4	95.8	95.2	94.9	98.9	95.5
CAPITAN MIDDLE	Attendance Rate	92	96.1	95.7	99.0	96.9	<>	96.1	96.0	<>	96.8
All Students	Graduation Rate	52	87.3	87.2	<>	87.8	<>	<>	86.5	<>	91.5
CAPITAN HIGH	Graduation Rate	52	87.3	87.2	<>	87.8	<>	<>	86.5	<>	91.5

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
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	18	33	61	5	0	100	18	22	66	11	0	100	18	27	72	0	0			
Male	100	13	15	76	7	0	100	13	15	84	0	0	100	13	30	69	0	0			
Caucasian	100	19	26	68	5	0	100	19	26	68	5	0	100	19	31	68	0	0			
Black	<>						<>						<>								
Hispanic	100	11	27	72	0	0	100	11	9	81	9	0	100	11	27	72	0	0			
Asian	<>						<>						<>								
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
ELL	<>						<>						<>								
FRL	100	15	6	80	13	0	100	15	13	73	13	0	100	15	13	86	0	0			
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	31	25	67	6	0	100	31	19	74	6	0	100	31	29	70	0	0			
All 2007-08	100	41	12	75	9	2	100	41	2	48	46	2	100	41	21	75	2	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	22	22	45	31	0	100	22	13	40	45	0	100	22	0	77	22	0			
Male	100	23	8	47	39	4	100	23	0	39	60	0	100	23	0	82	17	0			
Caucasian	100	35	17	51	28	2	100	35	8	42	48	0	100	35	0	85	14	0			
Black	<>						<>						<>								
Hispanic	100	10	10	30	60	0	100	10	0	30	70	0	100	10	0	60	40	0			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
FRL	100	30	16	40	40	3	100	30	3	33	63	0	100	30	0	80	20	0			
SWD	<>						<>						<>								
Migrant	<>						<>						<>								
All 2008-09	100	45	15	46	35	2	100	45	6	40	53	0	100	45	0	80	20	0			
All 2007-08	97	41	17	56	21	2	97	41	9	46	41	0	97	41	0	75	21	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	22	27	63	9	0	100	22	18	68	13	0	100	22	9	72	18	0
Male	100	24	37	37	20	4	100	24	29	50	20	0	100	24	25	45	29	0
Caucasian	100	34	41	41	17	0	100	34	26	61	11	0	100	34	20	55	23	0
Black	<>						<>						<>					
Hispanic	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	<>						<>						<>					
FRL	100	29	27	55	17	0	100	29	20	58	20	0	100	29	6	75	17	0
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	46	32	50	15	2	100	46	23	58	17	0	100	46	17	58	23	0
All 2007-08	100	37	13	62	18	5	100	37	8	51	35	5	100	37	0	75	18	5
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	20	10	40	45	5	100	20	5	10	75	10	100	20	5	40	45	10
Male	100	13	0	38	30	30	100	13	0	7	69	23	100	13	0	38	46	15
Caucasian	100	27	7	37	44	11	100	27	3	7	74	14	100	27	3	40	44	11
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	100	14	0	28	57	14	100	14	0	7	78	14	100	14	0	28	64	7
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	33	6	39	39	15	100	33	3	9	72	15	100	33	3	39	45	12
All 2007-08	100	50	2	32	46	20	100	50	0	18	64	18	100	50	0	26	58	16
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	15	6	73	20	0	100	15	0	33	66	0	100	15	0	53	46	0
Male	100	29	10	24	62	3	100	29	0	17	65	17	100	29	0	34	55	10
Caucasian	100	28	7	42	46	3	100	28	0	17	71	10	100	28	0	42	53	3
Black	<>						<>						<>					
Hispanic	100	15	13	40	46	0	100	15	0	33	60	6	100	15	0	40	53	6
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	<>						<>						<>					
FRL	100	25	4	48	44	4	100	25	0	20	72	8	100	25	0	40	52	8
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	44	9	40	47	2	100	44	0	22	65	11	100	44	0	40	52	6
All 2007-08	100	40	2	65	17	15	100	40	0	32	57	10	100	40	0	37	55	7
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	12	8	91	0	0	100	12	0	50	50	0	100	12	0	25	75	0
Male	100	26	0	57	42	0	100	26	0	26	69	3	100	26	0	23	76	0
Caucasian	100	22	4	81	13	0	100	22	0	40	59	0	100	22	0	31	68	0
Black	<>						<>						<>					
Hispanic	100	16	0	50	50	0	100	16	0	25	68	6	100	16	0	12	87	0
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	100	24	0	70	29	0	100	24	0	20	75	4	100	24	0	16	83	0
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	38	2	68	28	0	100	38	0	34	63	2	100	38	0	23	76	0
All 2007-08	100	42	0	69	28	2	100	42	4	57	35	2	100	42	0	38	54	7
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	16	0	81	18	0	100	16	0	31	43	25	100	16	0	25	75	0
Male	100	14	0	57	35	7	100	14	0	57	28	14	100	14	0	35	50	14
Caucasian	100	18	0	77	16	5	100	18	0	38	38	22	100	18	0	27	72	0
Black	<>						<>						<>					
Hispanic	100	12	0	58	41	0	100	12	0	50	33	16	100	12	0	33	50	16
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	100	11	0	63	27	9	100	11	0	27	45	27	100	11	0	18	63	18
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	30	0	70	26	3	100	30	0	43	36	20	100	30	0	30	63	6
All 2007-08	100	34	8	79	11	0	100	34	14	38	44	2	100	34	8	47	44	0
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	%
Direct Instruction	2,768,138	61
Instructional Support Services	1,785,393	39
Students	260,628	6
Instruction	170,735	4
General Administration	205,546	5
School Administration	381,569	8
Central Services	159,064	3
Operations & Maintenance	587,304	13
Student Transportation	12,500	<1
Other	8,047	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	4,553,531	

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
Ed Vinson	18
James Fields	7
Mitchell Young	0
Nate Dunn	12
Robin Parks	21

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	41	39.0	61.0	0.0
CAPITAN ELEMENTARY	19	26.3	73.7	0.0
CAPITAN HIGH	19	47.4	52.6	0.0
CAPITAN MIDDLE	15	66.7	33.3	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 (%)
CAPITAN ELEMENTARY	3	1	33.3	66.7	0	0	0	0
CAPITAN ELEMENTARY	3	2	33.3	33.3	33.3	0	0	0
CAPITAN ELEMENTARY	3	3	33.3	66.7	0	0	0	0
CAPITAN ELEMENTARY	3	4	33.3	33.3	0	33.3	0	0
CAPITAN ELEMENTARY	3	5	0	66.7	33.3	0	0	0
CAPITAN ELEMENTARY	3	6	33.3	33.3	0	33.3	0	0
CAPITAN ELEMENTARY	3	7	33.3	33.3	0	33.3	0	0
CAPITAN ELEMENTARY	3	8	66.7	33.3	0	0	0	0
CAPITAN ELEMENTARY	3	9	66.7	33.3	0	0	0	0
CAPITAN ELEMENTARY	3	10	33.3	66.7	0	0	0	0
CAPITAN HIGH	1	1	0	0	100	0	0	0
CAPITAN HIGH	1	2	0	100	0	0	0	0
CAPITAN HIGH	1	3	0	0	100	0	0	0
CAPITAN HIGH	1	4	0	0	100	0	0	0
CAPITAN HIGH	1	5	0	100	0	0	0	0
CAPITAN HIGH	1	6	0	0	100	0	0	0
CAPITAN HIGH	1	7	0	100	0	0	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
CAPITAN HIGH	1	8	0	0	0	100	0	0
CAPITAN HIGH	1	9	0	0	0	100	0	0
CAPITAN HIGH	1	10	0	100	0	0	0	0
CAPITAN MIDDLE	***	1						
Districtwide	4	1	25	50	25	0	0	0
Districtwide	4	2	25	50	25	0	0	0
Districtwide	4	3	25	50	25	0	0	0
Districtwide	4	4	25	25	25	25	0	0
Districtwide	4	5	0	75	25	0	0	0
Districtwide	4	6	25	25	25	25	0	0
Districtwide	4	7	25	50	0	25	0	0
Districtwide	4	8	50	25	0	25	0	0
Districtwide	4	9	50	25	0	25	0	0
Districtwide	4	10	25	75	0	0	0	0
(blank) = No data available								