



Adequate Yearly Progress (AYP) Summary

Eunice Municipal Schools	
AYP Rating	Not Met
Improvement Status	Progressing
Schools rated in the district	3
Schools in Improvement	0
Schools in Corrective Action	3
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	595	100	334,700	100
Female	280	47	163,202	49
Male	315	53	171,498	51
Caucasian	265	45	88,508	26
Afr Am	5	< 2	7,765	2
Hispanic	325	55	198,850	59
Asian	0	0	4,463	< 2
Am Indian	0	0	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	85	14	47,480	14
ELL	46	8	53,815	16
Recently Arrived *	0	0	40	< 2
ED	365	61	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
Caton Middle	Not Met	CA	Eunice High	Not Met	CA
Mettie Jordan Elementary	Not Met	CA			

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	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD
		%	Students %	%	Am %	%	%	Indian %	%	%	%
LEA	Reading Proficiency*	75	38	42		36			34	10	8
Caton Middle	Reading Proficiency*	72	46	54		41			41	10	
Eunice High	Reading Proficiency*	75	26	12		38			24		
Mettie Jordan Elementary	Reading Proficiency*	77	34	40		30			29	11	14
LEA	Reading Participation	95	99	100		99			99	100	
Caton Middle	Reading Participation	95	99	100		98			98		
Eunice High	Reading Participation	95	100								
Mettie Jordan Elementary	Reading Participation	95	100	100		100			100		
LEA	Math Proficiency*	66	22	26		19			21	6	8
Caton Middle	Math Proficiency*	63	27	29		25			29	10	
Eunice High	Math Proficiency*	66	13	6		19			10		
Mettie Jordan Elementary	Math Proficiency*	68	21	30		12			15	6	14
LEA	Math Participation	95	99	100		99			99	100	
Caton Middle	Math Participation	95	99	100		98			98		
Eunice High	Math Participation	95	100								
Mettie Jordan Elementary	Math Participation	95	100	100		100			100		
Caton Middle	Attendance Rate	92	95	94		96			95	95	
Mettie Jordan Elementary	Attendance Rate	92	96	95		96			96	97	95
All Students in Grade 12	Graduation Rate	65	87	89		84			91		
Eunice High	Graduation Rate	65	87	89		84			91		

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	32	39		28		26	9	12	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	45	54		38		40	20	0	
District Wide-Grades 11	Reading Proficiency*	75	28	15		39		26			
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	18	26		11		12	5	12	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	26	27		25		28	20	8	
District Wide-Grades 11	Math Proficiency*	66	16	10		22		13			

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	2,927,505	58
Instructional Support	2,105,683	42
Students	344,293	7
Instruction	112,922	2
General Administration	248,796	5
School Administration	288,424	6
Central Services	212,186	4
Operations Maintenance	886,921	18
Student Transportation	0	<1
Other	12,141	<1
Non-Instructional Support	0	<1
Food Services	0	<1
Community Services	0	<1
Capital Outlay	0	<1
Total	5,033,188	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training

Board Member	Number of Points*
David Gallegos	4
John Smith	5
Richard Don Jones	2
Shelly Robinson	0
Steve Almager	7

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	39	0	26	49	26	0	100	39	0	21	46	33	0							
LEA Prior	100	42	2	60	19	19	0	98	42	2	36	60	0	2	100	42	2	79	19	0	0
Female	100	16	0	25	56	19	0	100	16	0	12	75	12	0							
Male	100	23	0	26	43	30	0	100	23	0	26	26	48	0							
Caucasian	100	17	0	41	47	12	0	100	17	0	35	47	18	0							
Afr Am		1							1												
Hispanic	100	21	0	14	48	38	0	100	21	0	5	48	48	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		8							8												
ED	100	25	0	16	44	40	0	100	25	0	12	48	40	0							
SWD		7							7												

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	46	2	28	54	15	0	100	46	0	20	54	26	0	100	46	0	37	39	24	0
LEA Prior	100	33	9	30	45	15	0	100	33	3	27	58	12	0	100	33	0	45	55	0	0
Female	100	25	0	28	60	12	0	100	25	0	24	44	32	0	100	25	0	32	40	28	0
Male	100	21	5	29	48	19	0	100	21	0	14	67	19	0	100	21	0	43	38	19	0
Caucasian	100	26	4	31	62	4	0	100	26	0	23	58	19	0	100	26	0	50	31	19	0
Afr Am		2							2							2					
Hispanic	100	18	0	28	44	28	0	100	18	0	17	50	33	0	100	18	0	17	56	28	0
Asian		0							0						0						
Am Indian		0							0						0						
ELL		7							7						7						
ED	100	28	0	25	54	21	0	100	28	0	18	54	29	0	100	28	0	32	39	29	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

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	36	8	33	42	17	0	100	36	3	11	56	31	0							
LEA Prior	100	43	2	35	47	16	0	100	43	0	30	60	9	0	100	43	0	49	49	2	0
Female	100	22	9	32	41	18	0	100	22	0	9	50	41	0							
Male	100	14	7	36	43	14	0	100	14	7	14	64	14	0							
Caucasian	100	11	0	45	36	18	0	100	11	9	9	55	27	0							
Afr Am		0							0						0						
Hispanic	100	25	12	28	44	16	0	100	25	0	12	56	32	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		7							7												
ED	100	27	11	26	44	19	0	100	27	0	7	59	33	0							
SWD		6							6												

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	43	7	40	28	26	0	100	43	0	23	28	49	0							
LEA Prior	100	40	2	40	55	2	0	100	40	2	22	70	5	0	100	40	0	32	62	5	0
Female	100	23	9	52	17	22	0	100	23	0	30	30	39	0							
Male	100	20	5	25	40	30	0	100	20	0	15	25	60	0							
Caucasian	100	14	14	50	21	14	0	100	14	0	29	29	43	0							
Afr Am		0							0						0						
Hispanic	100	29	3	34	31	31	0	100	29	0	21	28	52	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		8							8												
ED	100	31	3	39	29	29	0	100	31	0	19	23	58	0							
SWD		6							6												

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	41	2	41	32	24	0	100	41	2	22	46	29	0	100	40	0	25	35	40	0
LEA Prior	100	47	0	34	60	6	0	100	47	4	23	53	19	0	100	47	2	23	57	17	0
Female	100	23	4	48	30	17	0	100	23	4	26	39	30	0	100	22	0	36	36	27	0
Male	100	18	0	33	33	33	0	100	18	0	17	56	28	0	100	18	0	11	33	56	0
Caucasian	100	21	5	48	29	19	0	100	21	5	19	48	29	0	100	20	0	35	35	30	0
Afr Am		0							0							0					
Hispanic	100	20	0	35	35	30	0	100	20	0	25	45	30	0	100	20	0	15	35	50	0
Asian		0							0							0					
Am Indian		0							0							0					
ELL		4							4							4					
ED	100	26	0	42	27	31	0	100	26	0	31	42	27	0	100	26	0	19	42	38	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	98	50	4	40	32	22	2	98	50	0	30	56	12	2							
LEA Prior	100	54	4	65	28	4	0	100	54	4	41	52	4	0	100	54	2	24	67	7	0
Female	95	22	0	45	32	18	5	95	22	0	32	45	18	5							
Male	100	28	7	36	32	25	0	100	28	0	29	64	7	0							
Caucasian	100	21	0	48	29	24	0	100	21	0	29	62	10	0							
Afr Am		1							1												
Hispanic	96	28	7	32	36	21	4	96	28	0	29	54	14	4							
Asian		0							0							0					
Am Indian		0							0							0					
ELL		3							3												
ED	97	35	6	31	37	23	3	97	35	0	34	49	14	3							
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	43	0	28	42	30	0	100	43	0	16	67	16	0	100	43	0	35	49	16	0
LEA Prior	100	33	3	24	33	39	0	100	33	0	18	30	52	0	100	33	0	12	67	21	0
Female	100	23	0	22	52	26	0	100	23	0	4	74	22	0	100	23	0	22	61	17	0
Male	100	20	0	35	30	35	0	100	20	0	30	60	10	0	100	20	0	50	35	15	0
Caucasian	100	20	0	15	65	20	0	100	20	0	10	75	15	0	100	20	0	35	60	5	0
Afr Am		0							0							0					
Hispanic	100	23	0	39	22	39	0	100	23	0	22	61	17	0	100	23	0	35	39	26	0
Asian		0							0							0					
Am Indian		0							0							0					
ELL		4							4							4					
ED	100	23	0	26	39	35	0	100	23	0	13	74	13	0	100	23	0	35	39	26	0
SWD		5							5							5					

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	45	87	18	87	27	86	28	89			17	84							8		14	91
Eunice High	45	87	18	87	27	86	28	89			17	84							8		14	91

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	52	82	29	90	23	71	26	75	1		24	88			1		5		10	88	20	76
Eunice High	52	82	29	90	23	71	26	75	1		24	88			1		5		10	88	20	76

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								
Eunice 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	0.0
High Poverty Schools	N/A	N/A
Low Poverty Schools	0	<0.1
Caton Middle	0	0.0
Eunice High	0	0.0
Mettie Jordan Elementary	0	0.0

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	70	30
Caton Middle	11	73	27
Eunice High	15	73	27
Mettie Jordan Elementary	19	63	37

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	34	17.6	73.5	2.9	0.0	0.0	5.9
2 LEA	34	5.9	52.9	29.4	8.8	0.0	2.9
3 LEA	34	23.5	55.9	14.7	0.0	0.0	5.9
4 LEA	34	20.6	61.8	14.7	0.0	0.0	2.9
5 LEA	34	20.6	47.1	23.5	5.9	0.0	2.9
6 LEA	34	14.7	64.7	17.6	0.0	0.0	2.9
7 LEA	34	14.7	47.1	20.6	5.9	0.0	11.8
8 LEA	34	23.5	64.7	5.9	2.9	0.0	2.9
9 LEA	34	26.5	61.8	2.9	5.9	0.0	2.9
10 LEA	34	8.8	52.9	26.5	0.0	2.9	8.8
1 Caton Middle	6	16.7	83.3	0.0	0.0	0.0	0.0
2 Caton Middle	6	0.0	66.7	33.3	0.0	0.0	0.0
3 Caton Middle	6	16.7	66.7	16.7	0.0	0.0	0.0

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 Caton Middle	6	0.0	100	0.0	0.0	0.0	0.0
5 Caton Middle	6	16.7	50.0	33.3	0.0	0.0	0.0
6 Caton Middle	6	16.7	83.3	0.0	0.0	0.0	0.0
7 Caton Middle	6	33.3	50.0	16.7	0.0	0.0	0.0
8 Caton Middle	6	16.7	83.3	0.0	0.0	0.0	0.0
9 Caton Middle	6	50.0	50.0	0.0	0.0	0.0	0.0
10 Caton Middle	6	0.0	33.3	66.7	0.0	0.0	0.0
1 Eunice High	13	23.1	69.2	7.7	0.0	0.0	0.0
2 Eunice High	13	15.4	76.9	7.7	0.0	0.0	0.0
3 Eunice High	13	15.4	53.8	30.8	0.0	0.0	0.0
4 Eunice High	13	15.4	53.8	30.8	0.0	0.0	0.0
5 Eunice High	13	15.4	38.5	30.8	15.4	0.0	0.0
6 Eunice High	13	15.4	53.8	30.8	0.0	0.0	0.0
7 Eunice High	13	15.4	69.2	7.7	7.7	0.0	0.0
8 Eunice High	13	30.8	53.8	7.7	7.7	0.0	0.0
9 Eunice High	13	23.1	53.8	7.7	15.4	0.0	0.0
10 Eunice High	13	15.4	53.8	15.4	0.0	0.0	15.4
1 Mettie Jordan Elementary	15	13.3	73.3	0.0	0.0	0.0	13.3
2 Mettie Jordan Elementary	15	0.0	26.7	46.7	20.0	0.0	6.7
3 Mettie Jordan Elementary	15	33.3	53.3	0.0	0.0	0.0	13.3
4 Mettie Jordan Elementary	15	33.3	53.3	6.7	0.0	0.0	6.7
5 Mettie Jordan Elementary	15	26.7	53.3	13.3	0.0	0.0	6.7
6 Mettie Jordan Elementary	15	13.3	66.7	13.3	0.0	0.0	6.7
7 Mettie Jordan Elementary	15	6.7	26.7	33.3	6.7	0.0	26.7
8 Mettie Jordan Elementary	15	20.0	66.7	6.7	0.0	0.0	6.7
9 Mettie Jordan Elementary	15	20.0	73.3	0.0	0.0	0.0	6.7
10 Mettie Jordan Elementary	15	6.7	60.0	20.0	0.0	6.7	6.7

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