School Grading Summary

The district grade is determined by the average of school grades in the district. For a description of status see page 2.

District Grade D

	Total Number	Percent
Schools Rated in District	3	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	0	0.0
Schools in Strategic Status	1	33.3
Schools in Reward Status	0	0.0

Source: PED Assessment and Accountability Division

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965, which was reauthorized in 2001 as No Child Left Behind (NCLB), requires schools to show annual improvement in mathematics and reading. In 2011, New Mexico lawmakers enacted additional requirements that schools demonstrate progress through a grading system similar to that applied to students, issuing an A through F letter grade to each school [22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4] [6.19.8.1 NMAC–N, 12-15-11]. Individual school report cards can be found online at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally-authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards, and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

LEA Demographic Profile
Accountability
    Summaries of School Grades
    Cohort Graduation Rates (4, 5, and 6 Year)
    Status of Non-Graduates
    Attendance
    Growth for Q1 and Q3 Subgroups
Achievement
    Proficiencies in Reading, Mathematics, and Science
    Participation in Assessments
    NAEP Statewide Summary for Grades 4 and 8
School Board Member Training
Budgeted Expenditures
Teacher Credentials
Post-Secondary Achievement (College Going, Credit Accumulation)
Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally-authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian: Asian or Pacific Islander
Afr Am: African American
ELL: English Language Learners
ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Lunch
SWD: Students with disabilities; does not include special education students who are gifted
Q1: The lowest performing 25% (one quarter) of students in reading or mathematics
Q3: The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools

Schools with students most economically disadvantaged (top 25%), and least disadvantaged (bottom 25%).

SGTs

School Growth Targets, like the predecessor Annual Measurable Objectives or AMOs, increase annually for monitoring subgroup performance and growth. Figures reflect whether the percent of students for the school meet the current year's goals.

Recently Arrived

These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	729	100	337,054	100
Female	346	48	164,148	49
Male	383	53	172,906	51
Caucasian	293	40	84,518	25
African-American	9	1	7,530	2
Hispanic	426	58	204,866	61
Asian	1	0	4,489	1
Pacific Islander	0	0	509	0
American Indian	0	0	35,142	10
Multiple Races	0	0	2	0
ED	438	60	231,830	69
SWD	94	13	48,479	14
ELL	66	9	51,895	15
Migrant	0	0	458	0
Recently Arrived	7	1	19,389	6

Source: LEA 120th day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are
   *** Priority Status (5% of schools that are lowest performing)
    ** Focus Status (additional 10% of schools that are low performing and with large gaps between lower and higher performing groups)
     * Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)
     ^ Reward Status (the top 5% of schools in the state)
A school's status is footnoted next to their overall letter grade, and where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2014 represented 654 schools.

School	Overall Grade	School	Overall Grade
Caton Middle	D	Eunice High	B
Mettie Jordan Elementary	F *		

Accountability - School Growth Targets (SGTs)

Customized targets called School Growth Targets (SGTs) guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered proficient. They are combined with students who are proficient today for percentages. Growth figures for Q1 and Q3 are in scaled score units, and should be evaluated in the context of the possible score on the assessment which ranges from 0 to 80.

	Target (%)	All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr)	Q1	Target (SS/Yr)	Q3
Caton Middle														
Reading	61	46.7 ✗	51.7 ✗		44.6 ✗			46.6 ✗			2.5	1.8 ✗	0.25	-0.2 ✗
Mathematics	55	24.8 ✗	35.0 ✗		19.8 ✗			22.4 ✗			2.2	0.7 ✗	0.15	-0.5 ✗
Attendance	92	96.5 ✓	95.6 ✓		97.0 ✓			96.8 ✓	95.8 ✓	97.6 ✓				
Eunice High														
Reading	61	37.6 ✗	47.4 ✗		31.8 ✗			37.8 ✗			2.5	-2.8 ✗	0.25	-2.3 ✗
Mathematics	55	32.9 ✗	39.5 ✗		27.3 ✗			35.6 ✗			2.2	-0.7 ✗	0.15	-1.0 ✗
Attendance	92	95.6 ✓	95.0 ✓		95.9 ✓			95.7 ✓	96.2 ✓	97.1 ✓				
Graduation	73.7	70.1 ✗	63.0 ✗		77.9 ✓			62.9 ✗						
LEA Current														
Reading	61	41.4 ✗	46.1 ✗		38.8 ✗			39.7 ✗	12.2 ✗	17.1 ✗	2.5	0.2 ✗	0.25	-1.2 ✗
Mathematics	55	27.5 ✗	35.3 ✗		22.1 ✗			25.0 ✗	12.2 ✗	9.8 ✗	2.2	-0.5 ✗	0.15	-1.2 ✗
Attendance	92	95.7 ✓	95.4 ✓		95.9 ✓			95.8 ✓	95.0 ✓	96.7 ✓				
Graduation	73.7	69.7 ✗	63.0 ✗		77.9 ✓			62.9 ✗						
Mettie Jordan Elementary														
Reading	61	38.2 ✗	40.6 ✗		35.8 ✗			33.3 ✗	0.0 ✗		2.5	0.3 ✗	0.25	-1.6 ✗
Mathematics	55	27.3 ✗	33.3 ✗		22.1 ✗			23.4 ✗	0.0 ✗		2.2	-1.7 ✗	0.15	-2.0 ✗
Attendance	92	95.4 ✓	95.5 ✓		95.4 ✓			95.4 ✓	94.4 ✓	96.2 ✓				

Blanks indicate too few students to report (N<10)   Source: PED Data Planning and Analysis Bureau

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for our students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-8 and 10-11, and in science in grades 4, 7, and 11.

		Reading Proficiency Level (%)				Mathematics Proficiency Level (%)				Science Proficiency Level (%)			
Level 4=Advanced / Level 3=Proficient / Level 2=Nearing Proficient / Level 1=Beginning Step		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
Grade													
3	State Current	6	45	24	24	4	45	34	16				
3	State Prior	6	49	24	21	4	47	36	13				
3	LEA Current	5	40	33	23	<2	35	47	19				
3	LEA Prior	4	44	27	25	<2	33	50	17				
4	State Current	8	36	41	15	10	33	35	23	6	43	31	21
4	State Prior	10	36	41	13	9	36	35	19	7	46	28	19
4	LEA Current	4	33	49	14	4	32	37	28	4	33	37	26

Grade		Reading Level 4	Level 3	Level 2	Level 1	Math Level 4	Level 3	Level 2	Level 1	Science Level 4	Level 3	Level 2	Level 1
4	LEA Prior	16	18	53	14	4	22	49	25	8	31	35	25
5	State Current	10	44	35	12	11	33	34	22				
5	State Prior	9	42	36	12	10	33	37	20				
5	LEA Current	3	31	40	26	3	12	32	52				
5	LEA Prior	4	25	55	16	<2	12	50	38				
6	State Current	9	34	40	17	5	32	38	24				
6	State Prior	8	39	40	13	6	34	38	23				
6	LEA Current	6	29	49	16	2	22	39	37				
6	LEA Prior	3	31	51	15	2	23	52	23				
7	State Current	5	46	34	14	5	35	37	23	10	32	34	24
7	State Prior	5	45	36	14	6	36	38	21	10	32	35	23
7	LEA Current	3	44	36	17	5	24	50	21	5	24	45	26
7	LEA Prior	<2	27	56	18	<2	20	53	27	2	22	44	31
8	State Current	7	51	29	13	5	35	43	17				
8	State Prior	5	55	28	12	5	38	44	14				
8	LEA Current	2	42	35	21	2	15	58	25				
8	LEA Prior	<2	48	29	23	<2	31	42	27				
10	State Current	5	33	41	21	5	26	52	17				
10	State Prior	8	33	40	19	4	26	53	17				
10	LEA Current	4	33	33	29	<2	33	62	4				
10	LEA Prior	<2	26	43	31	<2	19	64	17				
11	State Current	9	43	36	13	9	34	46	11	4	37	41	18
11	State Prior	12	44	33	11	7	35	47	11	3	37	41	20
11	LEA Current	3	35	55	8	<2	33	63	5	<2	35	53	13
11	LEA Prior	2	46	48	4	4	35	50	10	<2	29	48	23

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

Achievement - Proficiency Summaries by Subgroup

		Reading Level 4	Level 3	Level 2	Level 1	Math Level 4	Level 3	Level 2	Level 1	Science Level 4	Level 3	Level 2	Level 1
All Students	LEA	4	36	41	19	2	25	47	26	3	30	45	23
Female	LEA	5	35	44	16	2	23	48	27	4	24	43	29
Male	LEA	2	37	39	22	2	26	47	25	2	35	46	17
Caucasian	LEA	4	40	44	12	2	32	45	21	6	38	45	11
African American	LEA												
Hispanic	LEA	3	33	40	24	2	20	49	29	<2	24	44	31
Economically Disadvantaged	LEA	3	34	40	23	2	22	44	32	2	26	46	26
Students w Disabilities	LEA	5	5	27	63	5	7	15	73	7	7	43	43
English Language Learners, Current	LEA	2	10	39	49	2	7	44	46	<2	<2	54	46
Q1	LEA	2	4	38	56	<2	<2	32	67	<2	<2	14	86
Q3	LEA	4	48	42	6	3	34	53	11	4	40	55	<2

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

Achievement - Proficiency Summaries by School

		Reading Level 4	Level 3	Level 2	Level 1	Math Level 4	Level 3	Level 2	Level 1	Science Level 4	Level 3	Level 2	Level 1

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

	4	3	2	1	4	3	2	1	4	3	2	1
Level 1=Beginning Step												
Caton Middle	4	39	40	18	3	21	49	27	4	24	46	25
Eunice High	4	34	44	19	<2	33	62	5	<2	35	53	13
Mettie Jordan Elementary	4	34	41	21	2	25	38	35	4	33	37	26

Blanks indicate too few students to report (N<10). Schools without tested grades (i.e. kindergarten only) will not have data.   Source: PED Data Planning and Analysis Bureau

Budgeted Expenditures

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

	Amount $	Percent %
Capital Outlay	$5,140,670	33.8
Central Services	$182,298	1.2
Community Services		
Debt Service	$3,708,912	24.4
Food Services	$300,477	2.0
General Administration	$238,536	1.6
Instruction	$3,667,412	24.1
Instruction Support Services	$81,436	0.5
Operations & Maintenance	$962,766	6.3
Other Support Services	$3,964	0.0
School Administration	$315,772	2.1
Student Support Services	$430,921	2.8
Student Transportation	$191,272	1.3

Source: The PED School Budget and Financial Analysis Bureau

School Board Training

School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.

Board Member	Number of Points
David Gallegos	0
Dr Kenneth Reed	7
John Smith	0
Matt Coy	2
Richard Don Jones	9

Source: NM School Board Association

Graduation - 5 Year Cohort of 2012

These figures represent students who were expected to graduate on time by August 1, 2012 and either graduated on time, or required one additional year. The 4-year rates for the cohort of 2013 are displayed under School Growth Targets (SGT) earlier in this report. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	74.0	79.7	71.7	71.6	87.6	70.7	69.6	63.0	70.8
LEA Current	80.7	73.5		88.5			69.2	72.6	90.5
Eunice High	80.7	73.5		88.5			69.2	72.6	90.5

Blanks indicate too few students to report (N<10)   Source: PED Data Planning and Analysis Bureau

Graduation - 6 Year Cohort of 2011

These figures represent students who were expected to graduate on time by August 1, 2011 and either graduated on time, or required up to two additional years. The cohort includes all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	73.5	80.2	69.4	71.1	83.6	68.3	68.8	63.6	69.7
LEA Current	81.2	89.0		74.5			72.3	90.0	83.8
Eunice High	81.2	89.0		74.5			72.3	90.0	83.8

Blanks indicate too few students to report (N<10)   Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2013, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2013 but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Graduation Technical Guide on the PED website: http://ped.state.nm.us/ped/Graduation_guides.html

	Certificate	Status Unknown	Exit Out	Still Enrolled
	Completed coursework but did not pass exit exam %	Dropped out or whereabouts unknown %	Exit with intent to get GED or vocational credential %	Continuing high school enrollment past 4th year %
State Current	<2.0	20.8	7.3	8.0
LEA Current		28.8		

	Certificate	Status Unknown	Exit Out	Still Enrolled
	Completed coursework but did not pass exit exam %	Dropped out or whereabouts unknown %	Exit with intent to get GED or vocational credential %	Continuing high school enrollment past 4th year %
Eunice High		27.6		

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

College Going and College Credit Accumulation

These figures represent students who graduated in 2012 (College Going) and 2010 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

Eligible   Students earning a regular high school diploma.
Enrolled   Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.
Credits Earned   Students who enrolled and earned one year of college credit within two years of enrollment.

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
LEA Current	Eligible	37	19		18			13		
LEA Current	Enrolled, In-State	25	13		12					
LEA Current	Enrolled, Out-of-State	19			10					
LEA Current	Credits Earned	12								
Eunice High	Eligible	37	19		18			13		
Eunice High	Enrolled, In-State	25	13		12					
Eunice High	Enrolled, Out-of-State	19			10					
Eunice High	Credits Earned	12								

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

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	.0
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA
	Low Poverty Schools	.6	7.1

NA= Not applicable; LEA did not have schools that qualified as high or low poverty

Professsional Qualifications	Number of Teachers	Highest Degree* Bachelor's	Advanced	Core Classes Not Taught by Highly Qualified Teachers
Caton Middle	14	71.4	28.6	0
Eunice High	15	60	40	6.7
Mettie Jordan Elementary	24	58.3	41.7	0

* Does not include Below Bachelors

Blank=no data available, or not applicable

Parent Survey on the Quality of Education

Q1   My child is safe at school.
Q2   My child's school building is in good repair and has sufficient space to support quality education.
Q3   My child's school holds high expectations for academic achievement.
Q4   School personnel encourage me to participate in my child's education.
Q5   The school offers adequate access to up-to-date computers and technologies.
Q6   School staff maintain consistent discipline, which is conducive to learning.
Q7   My child has an adequate choice of school-sponsored extracurricular activities.
Q8   My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
Q9   The school staff employ various instructional methods and strategies to meet my child's needs.
Q10   My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	178	89	97	94	91	97	91	71	95	90	95
Caton Middle	4	75	25	100	100	100	75	50	75	75	100
Eunice High	15	92	93	80	100	100	77	57	92	93	79
Mettie Jordan Elementary	160	89	99	95	91	97	92	73	96	91	96

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit http://NCES.ED.Gov/NationsReportCard.

NAEP does not replace assessments which annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation

	Reading %	Math %	Science %
4th Grade ELL	98	98	94
4th Grade SWD*	93	92	86
8th Grade ELL	93	98	93
8th Grade SWD*	91	89	87

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

4th Grade	Reading (2013)				Math (2013)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	18	31	48	4	27	43	26	#	24	39	37
Nation	8	26	33	33	8	34	41	18	1	32	39	29

8th Grade	Reading (2011)				Math (2011)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	21	45	33	4	18	40	37	1	22	35	43
Nation	4	31	42	23	8	26	39	27	2	29	34	36

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment
\# Rounds to zero
Blanks indicate too few students to report