



Adequate Yearly Progress (AYP) Summary

Cobre Consolidated Schools	
AYP Rating	Not Met
Improvement Status	Progressing
Schools rated in the district	6
Schools in Improvement	0
Schools in Corrective Action	0
Schools in Restructuring	3

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	1,371	100	334,700	100
Female	646	47	163,202	49
Male	725	53	171,498	51
Caucasian	159	12	88,508	26
Afr Am	13	< 2	7,765	2
Hispanic	1,187	87	198,850	59
Asian	2	< 2	4,463	< 2
Am Indian	10	< 2	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	189	14	47,480	14
ELL	164	12	53,815	16
Recently Arrived *	0	0	40	< 2
ED	1,371	100	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
Bayard Elementary	Not Met	R-2	Central Elementary	Not Met	Progressing
Cobre High	Not Met	R-2	Hurley Elementary	Met	Progressing
San Lorenzo Elementary	Met	Progressing	Snell Middle	Not Met	R-2

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	52	68		51			52	45	18
Bayard Elementary	Reading Proficiency*	74	47			47			47	50	14
Central Elementary	Reading Proficiency*	74	53	64		53			53	53	21
Cobre High	Reading Proficiency*	75	46			45			46	20	27
Hurley Elementary	Reading Proficiency*	74	73			71			73	58	
San Lorenzo Elementary	Reading Proficiency*	74	61	71		50			61	64	
Snell Middle	Reading Proficiency*	75	48	72		46			48	16	<2
LEA	Reading Participation	95	99	100		99			99	100	100
Bayard Elementary	Reading Participation	95	100			100			100	100	
Central Elementary	Reading Participation	95	99			99			99	100	
Cobre High	Reading Participation	95	100			100			100		
Hurley Elementary	Reading Participation	95	100			100			100		
San Lorenzo Elementary	Reading Participation	95									
Snell Middle	Reading Participation	95	100			100			100		
LEA	Math Proficiency*	66	40	46		40			40	39	12
Bayard Elementary	Math Proficiency*	67	37			36			37	40	7
Central Elementary	Math Proficiency*	67	45	36		47			45	47	25
Cobre High	Math Proficiency*	66	32			34			32	5	<2
Hurley Elementary	Math Proficiency*	67	58			60			58	58	
San Lorenzo Elementary	Math Proficiency*	67	46	64		29			46	45	
Snell Middle	Math Proficiency*	63	32	44		32			32	24	<2
LEA	Math Participation	95	99	100		99			99	99	98
Bayard Elementary	Math Participation	95	99			99			99	98	
Central Elementary	Math Participation	95	100			100			100	100	
Cobre High	Math Participation	95	100			100			100		
Hurley Elementary	Math Participation	95	100			100			100		
San Lorenzo Elementary	Math Participation	95									

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
Snell Middle	Math Participation	95	100			100			100		
Bayard Elementary	Attendance Rate	92	94	93		94			94	93	94
Central Elementary	Attendance Rate	92	95	94		95			95	96	95
Hurley Elementary	Attendance Rate	92	96	95		96			96	96	95
San Lorenzo Elementary	Attendance Rate	92	93	93		93			93	92	
Snell Middle	Attendance Rate	92	94	94		94			94	93	95
All Students in Grade 12	Graduation Rate	65	89	80		90			89	91	85
Cobre High	Graduation Rate	65	89	80		90			89	91	85

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	56	64		55			56	55	25	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	51	67		49			51	25	4	
District Wide-Grades 11	Reading Proficiency*	75	45			42			45	19	25	
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	46	53		45			46	46	22	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	34	38		35			34	30	0	
District Wide-Grades 11	Math Proficiency*	66	31			32			31	5	0	

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	7,711,350	53
Instructional Support	6,877,904	47
Students	1,959,047	13
Instruction	451,416	3
General Administration	806,719	6
School Administration	995,467	7
Central Services	393,191	3
Operations Maintenance	2,217,961	15
Student Transportation	32,000	<1
Other	22,103	<1
Non-Instructional Support	0	<1
Food Services	0	<1
Community Services	0	<1
Capital Outlay	0	<1
Total	14,589,254	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training

Board Member	Number of Points*
Frances Kelly	24
Frank Cordova	43
Frank Gomez	17
Freddie Rodriguez	36
Ralph "Toy" Sepulveda	19

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 - All ¹ - 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	111	10	52	22	16	0	100	111	0	50	38	12	0							
LEA Prior	100	110	8	65	20	7	0	100	110	5	62	32	2	0	100	110	11	80	8	1	0
Female	100	53	11	68	9	11	0	100	53	0	51	43	6	0							
Male	100	58	9	38	33	21	0	100	58	0	50	33	17	0							
Caucasian	100	12	17	50	33	0	0	100	12	0	67	25	8	0							
Afr Am		1							1												
Hispanic	100	97	8	53	21	19	0	100	97	0	48	39	12	0							
Asian		0							0						0						
Am Indian		1							1												
ELL	100	67	4	61	19	15	0	100	67	0	54	34	12	0							
ED	100	111	10	52	22	16	0	100	111	0	50	38	12	0							
SWD	100	19	5	16	26	53	0	100	19	0	32	42	26	0							

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	99	108	2	54	32	11	1	100	108	6	36	39	19	0	100	108	6	53	29	13	0
LEA Prior	100	106	13	52	27	8	0	99	106	6	36	55	3	1	100	106	1	60	38	1	0
Female	100	45	4	56	38	2	0	100	45	7	38	38	18	0	100	45	4	56	27	13	0
Male	98	63	0	52	29	17	2	100	63	6	35	40	19	0	100	63	6	51	30	13	0
Caucasian	100	11	0	64	27	9	0	100	11	18	18	45	18	0	100	11	18	36	36	9	0
Afr Am		0							0							0					
Hispanic	99	97	2	53	33	11	1	100	97	5	38	38	19	0	100	97	4	55	28	13	0
Asian		0							0							0					
Am Indian		0							0							0					
ELL	100	42	0	40	48	12	0	100	42	0	38	48	14	0	100	42	5	45	38	12	0
ED	99	108	2	54	32	11	1	100	108	6	36	39	19	0	100	108	6	53	29	13	0
SWD	100	16	0	31	38	31	0	100	16	0	19	31	50	0	100	16	0	31	31	38	0

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	107	7	44	39	10	0	99	107	9	35	37	18	1							
LEA Prior	100	96	2	64	27	7	0	100	96	6	43	42	9	0	100	96	5	66	26	3	0
Female	100	51	4	39	45	12	0	100	51	10	31	43	16	0							
Male	100	56	9	48	34	9	0	98	56	9	38	32	20	2							
Caucasian	100	13	15	46	31	8	0	100	13	23	31	15	31	0							
Afr Am		2							2												
Hispanic	100	91	5	44	41	10	0	99	91	8	35	41	15	1							
Asian		1							1												
Am Indian		0							0							0					
ELL	100	31	6	45	32	16	0	97	31	10	32	35	19	3							
ED	100	107	7	44	39	10	0	99	107	9	35	37	18	1							
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

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	104	3	57	25	15	0	100	104	1	37	49	13	0							
LEA Prior	99	94	3	64	26	6	1	99	94	4	23	67	4	1	99	94	0	17	71	11	1
Female	100	45	2	60	24	13	0	100	45	0	40	47	13	0							
Male	100	59	3	54	25	17	0	100	59	2	34	51	14	0							
Caucasian	100	15	7	73	20	0	0	100	15	0	47	53	0	0							
Afr Am		2							2												
Hispanic	100	83	2	55	25	17	0	100	83	1	37	46	16	0							
Asian		0							0						0						
Am Indian		4							4												
ELL	100	10	0	10	50	40	0	100	10	0	10	40	50	0							
ED	100	104	3	57	25	15	0	100	104	1	37	49	13	0							
SWD	100	11	0	9	18	73	0	100	11	0	0	27	73	0							

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	88	2	43	48	7	0	100	88	0	31	61	8	0	100	88	0	31	55	15	0
LEA Prior	99	86	5	44	41	9	1	99	86	3	21	49	26	1	98	86	1	24	66	6	2
Female	100	45	4	47	44	4	0	100	45	0	33	58	9	0	100	45	0	36	47	18	0
Male	100	43	0	40	51	9	0	100	43	0	28	65	7	0	100	43	0	26	63	12	0
Caucasian		7							7							7					
Afr Am		1							1							1					
Hispanic	100	80	2	40	50	8	0	100	80	0	32	59	9	0	100	80	0	29	55	16	0
Asian		0							0						0						
Am Indian		0							0						0						
ELL	100	21	0	19	71	10	0	100	21	0	5	76	19	0	100	21	0	10	62	29	0
ED	100	88	2	43	48	7	0	100	88	0	31	61	8	0	100	88	0	31	55	15	0
SWD	100	12	0	25	58	17	0	100	12	0	0	75	25	0	100	12	0	8	50	42	0

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	114	89	61	91	53	87	12	80			101	90			1		79	91	29	85	108	89
Cobre High	114	89	61	91	53	87	12	80			101	90			1		79	91	29	85	108	89

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	125	87	56	86	69	87	14	77	1		109	89			1		99	89	36	81	114	89
Cobre High	125	87	56	87	69	87	14	77	1		109	89			1		99	89	36	81	114	89

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								
Cobre 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	0.5
High Poverty Schools	0	0.5
Low Poverty Schools	N/A	N/A
Bayard Elementary	0	0.0
Central Elementary	0	0.0
Cobre High	0	0.0
Hurley Elementary	0	0.0
San Lorenzo Elementary	0	0.0
Snell Middle	0	3.0

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	108	32	68
Bayard Elementary	21	48	52
Central Elementary	29	38	62
Cobre High	31	16	84
Hurley Elementary	13	38	62
San Lorenzo Elementary	9	22	78
Snell Middle	16	38	62

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	288	30.6	58.0	5.9	2.4	2.4	0.7
2	LEA	288	26.4	42.7	17.7	3.8	7.6	1.7
3	LEA	288	34.0	55.2	4.2	2.4	3.1	1.0
4	LEA	288	33.0	55.6	6.9	1.0	1.4	2.1
5	LEA	288	24.3	55.9	5.2	0.3	13.2	1.0
6	LEA	288	23.3	53.5	9.0	4.5	6.9	2.8
7	LEA	288	14.2	47.6	23.3	5.6	6.3	3.1
8	LEA	288	45.8	49.0	1.4	2.8	0.7	0.3
9	LEA	288	26.7	53.1	9.0	2.4	6.3	2.4
10	LEA	288	34.7	55.9	2.8	0.0	1.7	4.9
1	Bayard Elementary	186	26.9	61.8	4.8	3.8	1.6	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 %
2	Bayard Elementary	186	10.2	47.8	22.6	5.4	11.8	2.2
3	Bayard Elementary	186	26.9	61.3	4.8	3.2	3.2	0.5
4	Bayard Elementary	186	26.9	62.4	6.5	1.1	0.0	3.2
5	Bayard Elementary	186	17.7	58.1	7.5	0.5	14.5	1.6
6	Bayard Elementary	186	16.1	62.9	5.4	5.9	6.5	3.2
7	Bayard Elementary	186	9.7	53.2	21.0	6.5	5.4	4.3
8	Bayard Elementary	186	38.7	54.3	2.2	3.8	0.5	0.5
9	Bayard Elementary	186	17.7	58.6	11.8	3.2	5.9	2.7
10	Bayard Elementary	186	23.7	64.5	3.2	0.0	2.2	6.5
1	Central Elementary	5	20.0	20.0	60.0	0.0	0.0	0.0
2	Central Elementary	5	0.0	0.0	100	0.0	0.0	0.0
3	Central Elementary	5	100	0.0	0.0	0.0	0.0	0.0
4	Central Elementary	5	60.0	40.0	0.0	0.0	0.0	0.0
5	Central Elementary	5	0.0	60.0	0.0	0.0	40.0	0.0
6	Central Elementary	5	0.0	0.0	40.0	0.0	40.0	20.0
7	Central Elementary	5	0.0	40.0	40.0	0.0	20.0	0.0
8	Central Elementary	5	100	0.0	0.0	0.0	0.0	0.0
9	Central Elementary	5	80.0	20.0	0.0	0.0	0.0	0.0
10	Central Elementary	5	100	0.0	0.0	0.0	0.0	0.0
	Cobre High							
1	Hurley Elementary	70	38.6	54.3	2.9	0.0	4.3	0.0
2	Hurley Elementary	70	72.9	25.7	0.0	0.0	0.0	1.4
3	Hurley Elementary	70	48.6	44.3	1.4	1.4	1.4	2.9
4	Hurley Elementary	70	42.9	44.3	10.0	0.0	2.9	0.0
5	Hurley Elementary	70	41.4	48.6	1.4	0.0	8.6	0.0
6	Hurley Elementary	70	38.6	34.3	15.7	2.9	7.1	1.4
7	Hurley Elementary	70	22.9	38.6	22.9	5.7	10.0	0.0
8	Hurley Elementary	70	61.4	37.1	0.0	1.4	0.0	0.0
9	Hurley Elementary	70	44.3	41.4	4.3	0.0	8.6	1.4
10	Hurley Elementary	70	54.3	41.4	0.0	0.0	1.4	2.9
1	San Lorenzo Elementary	27	37.0	48.1	11.1	0.0	3.7	0.0
2	San Lorenzo Elementary	27	22.2	59.3	14.8	3.7	0.0	0.0
3	San Lorenzo Elementary	27	33.3	51.9	7.4	0.0	7.4	0.0
4	San Lorenzo Elementary	27	44.4	40.7	3.7	3.7	7.4	0.0
5	San Lorenzo Elementary	27	29.6	59.3	0.0	0.0	11.1	0.0
6	San Lorenzo Elementary	27	37.0	48.1	11.1	0.0	3.7	0.0

Questions:

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- 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 %
7	San Lorenzo Elementary	27	25.9	33.3	37.0	0.0	0.0	3.7
8	San Lorenzo Elementary	27	44.4	51.9	0.0	0.0	3.7	0.0
9	San Lorenzo Elementary	27	33.3	51.9	3.7	3.7	3.7	3.7
10	San Lorenzo Elementary	27	48.1	44.4	7.4	0.0	0.0	0.0
	Snell Middle							

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