



Cobre Consolidated Schools

School Grading Summary

District Grade C

	Total Number	Percent
Schools Rated in District	6	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	0	0.0
Schools in Strategic Status	1	16.7
Schools in Reward Status	0	0.0

Source: PED Assessment and Accountability Division

What are School Grades?

School Grading is part of a state and federal statute 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].

Which schools are graded?

Schools and districts under the jurisdiction of the Public Education Department (PED) must participate in school grading, including:

- School districts; New Mexico has 89 districts.
- District schools; New Mexico has more than 800 district and locally-authorized charter schools
- Charter Schools, in 2012 New Mexico had 40 state-authorized charter schools

Non-PED schools are exempt from school grading, including private, home, and Bureau of Indian Education schools.

What does this District Report Card tell me?

This report provides a concise summary of the district and its schools. Specifically:

- Student Demographics
- District Summary
- Accountability Indicators by Subgroup
- Assessment Summaries for Grades 3-8 and 11
- School Board Member Training
- Teacher Quality
- Parent Survey on Quality of Education
- NAEP Statewide Summary for Grades 4 and 8

Definitions and Abbreviations

LEA: Local Educational Authority is a broad term that encompasses districts with multiple schools and independent state-authorized charter schools. Locally-authorized charter schools are reported with their parent district.

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; sometimes noted as "FRL"

SWD: Students with disabilities; does not include special education students who are gifted

Recent Arrival: ELL students new to the US who qualified for exemption from the reading assessment

High Poverty Schools: Schools with students most ED (top 25%)

Low Poverty Schools: Schools with students least ED (bottom 25%)

SGTs: School Growth Targets, like predecessor AMOs, increase annually for monitoring subgroup performance and growth. Tables reflect whether the percent of students for the school meet the current year's target percentages.

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The three improvement statuses are

Priority Status (5% of schools)

Focus Status (additional 10% of schools)

Strategic Status (additional 10% of schools)

Reward schools are recognized as the top 5% in the state. To learn more about status consult the Technical Guide at:

<http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading>

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	1,319	100	330,804	100
Female	639	48	161,546	48
Male	680	51	169,258	51
Caucasian	135	10	87,066	26
African-American	17	1	7,523	2
Hispanic	1,161	88	197,083	59
Asian	0	0	4,431	1
American Indian	6	0	34,369	10
ED	1,319	100	227,443	68
SWD	173	13	44,652	13
ELL	158	11	54,715	16
Migrant	0	0	437	0
Recently Arrived	0	0	450	0

Source: LEA 120th day submission to the PED

Letter Grades for Schools within the LEA

School	Overall Grade	School	Overall Grade
Bayard Elementary	D	Central Elementary	F
Cobre High	B	Hurley Elementary	B
San Lorenzo Elementary	D	Snell Middle	C

SGTs by Subgroup

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 "on track" to proficiency and are included in the school's percentages. Percentages are available at: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

School	Indicator	SGT %	All Students	Cauc	Afr Amer	Hisp	Asian	Amer Indian	ED	SWD	ELL
Bayard Elementary	Math	45.0	No	<>	<>	No	<>	<>	No	No	No
	Reading	52.3	No	<>	<>	No	<>	<>	No	No	No
Central Elementary	Math	45.0	No	Yes	<>	No	<>	<>	No	No	No
	Reading	52.3	No	Yes	<>	No	<>	<>	No	No	No
Cobre High	Math	45.0	Yes	Yes	<>	Yes	<>	<>	Yes	No	No
	Reading	52.3	Yes	Yes	<>	Yes	<>	<>	Yes	No	No
	Graduation	69.9	Yes	No	<>	Yes	<>	<>	Yes	Yes	Yes
Hurley Elementary	Math	45.0	Yes	<>	<>	Yes	<>	<>	Yes	<>	<>
	Reading	52.3	Yes	<>	<>	Yes	<>	<>	Yes	<>	<>
San Lorenzo Elementary	Math	45.0	No	No	<>	No	<>	<>	No	<>	<>
	Reading	52.3	Yes	Yes	<>	No	<>	<>	Yes	<>	<>
Snell Middle	Math	45.0	No	No	<>	No	<>	<>	No	No	Yes
	Reading	52.3	Yes	Yes	<>	Yes	<>	<>	Yes	No	Yes
<> Fewer than 10 students											

Proficiencies, Summary by Grade

Students are assessed in reading and mathematics in grades 3-8 and 10-11, and in science in grades 4, 8, and 11. The assessments, the Standards Based Assessment (SBA) and the NM Alternative Performance Assessment (NMAPA, for students with significant cognitive disabilities), were developed to measure grade-level standards that NM educators and the public determined are important for our students to master. Results include all students enrolled, regardless of full academic year (FAY) status. Groups with fewer than 10 students are not reported to meet confidentiality requirements. Percentages include tests that were not scorable due to an invalidation, so totals may not sum to 100%.

3rd Grade	Reading						Mathematics						Science					
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)			
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1
State Current	25,176	99.7	5	47	25	22	25,173	99.7	4	49	34	13						
State Prior	25,771	99.7	6	47	25	22	25,768	99.8	4	48	35	13						
LEA Current	90	100	2	60	23	14	90	100	<2	47	37	16						
LEA Prior	111	100	10	52	22	16	111	100	<2	50	38	12						
Female	47	100	2	64	17	17	47	100	2	43	38	17						
Male	43	100	2	56	30	12	43	100	<2	51	35	14						
Caucasian	8						8											
Afr Amer	2						2											
Hispanic	80	100	<2	59	25	15	80	100	<2	46	38	15						
ED	90	100	2	60	23	14	90	100	<2	47	37	16						
SWD	8						8											
ELL	24	100	<2	29	33	38	24	100	<2	21	54	25						

Percentages account for invalid tests and may not sum to 100%

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

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

* Science is assessed only in grades 4, 7, and 11

4th Grade	Reading							Mathematics							Science						
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)						
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1			
			4	3	2	1			4	3	2	1			4	3	2	1			
State Current	25,289	99.8	8	41	37	13	25,285	99.7	10	34	37	19	25,515		7	41	33	19			
State Prior	25,808	99.8	7	40	40	14	25,817	99.7	9	36	37	19	25,800	99.7	5	42	33	20			
LEA Current	104	100	12	45	28	15	104	100	9	28	38	26	108		6	32	42	20			
LEA Prior	108	99	2	54	32	11	108	100	6	36	39	19	108	100	6	53	29	13			
Female	48	100	13	56	25	6	48	100	4	33	42	21	50		2	34	46	18			
Male	56	100	11	36	30	23	56	100	13	23	34	30	58		9	31	38	22			
Caucasian	11	100	36	36	27	<2	11	100	18	36	36	9	11		27	55	18	<2			
Afr Amer	1						1						1								
Hispanic	91	100	9	45	29	18	91	100	8	27	36	29	95		3	29	44	23			
Amer Indian	1						1						1								
ED	104	100	12	45	28	15	104	100	9	28	38	26	108		6	32	42	20			
SWD	18	100	6	11	22	61	18	100	6	11	17	67	18		<2	22	28	50			
ELL	20	100	<2	20	50	30	20	100	<2	10	20	70	20		<2	5	50	45			

Percentages account for invalid tests and may not sum to 100%

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

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

5th Grade	Reading							Mathematics							Science						
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)						
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1			
			4	3	2	1			4	3	2	1			4	3	2	1			
State Current	25,327	99.7	9	46	32	13	25,320	99.7	11	33	37	19									
State Prior	25,481	99.8	9	43	36	12	25,481	99.8	9	33	39	19									
LEA Current	101	100	2	56	29	13	100	100	3	31	44	22									
LEA Prior	107	100	7	44	39	10	107	99	9	35	37	18									
Female	41	100	2	68	22	7	41	100	7	32	46	15									
Male	60	100	2	48	33	17	59	100	<2	31	42	27									
Caucasian	10	100	<2	80	20	<2	10	100	10	10	70	10									
Afr Amer	1						1														
Hispanic	90	100	2	53	30	14	89	100	2	33	42	24									
ED	101	100	2	56	29	13	100	100	3	31	44	22									
SWD	18	100	<2	22	28	50	17	100	<2	12	24	65									
ELL	15	100	<2	7	47	47	15	100	<2	7	27	67									

Percentages account for invalid tests and may not sum to 100%

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

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

* Science is assessed only in grades 4, 7, and 11

6th Grade	Reading							Mathematics							Science						
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)						
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1			
			4	3	2	1			4	3	2	1			4	3	2	1			
State Current	24,724	99.8	8	40	36	15	24,730	99.8	5	32	41	22									
State Prior	25,026	99.7	9	39	36	16	25,019	99.7	5	32	41	22									
LEA Current	95	100	14	49	31	6	95	100	4	46	36	14									
LEA Prior	91	100	4	53	32	11	91	100	4	37	44	14									
Female	46	100	13	48	28	11	46	100	4	41	39	15									
Male	49	100	14	51	33	2	49	100	4	51	33	12									
Caucasian	10	100	20	60	10	10	10	100	10	60	20	10									
Afr Amer	2						2														
Hispanic	83	100	13	48	33	6	83	100	4	45	37	14									
ED	95	100	14	49	31	6	95	100	4	46	36	14									
SWD	6						6														
ELL	9						9														

Percentages account for invalid tests and may not sum to 100%

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

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

* Science is assessed only in grades 4, 7, and 11

7th Grade	Reading							Mathematics							Science						
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)						
	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1	N	%	Level 4	Level 3	Level 2	Level 1			
			4	3	2	1			4	3	2	1			4	3	2	1			
State Current	24,520	99.7	6	44	34	15	24,522	99.6	5	37	39	19	24,666		9	29	38	25			

7th Grade	Reading							Mathematics							Science						
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)						
	N	%	Level	Level	Level	Level	N	%	Level	Level	Level	Level	N	%	Level	Level	Level	Level			
			4	3	2	1			4	3	2	1			4	3	2	1			
State Prior	24,366	99.7	6	42	36	16	24,375	99.6	5	33	38	24	24,362	99.3	9	31	35	25			
LEA Current	92	100	<2	60	32	9	92	100	2	40	46	12	94		12	44	31	14			
LEA Prior	88	100	<2	34	52	13	88	100	<2	23	55	23	88	100	<2	39	48	13			
Female	41	100	<2	59	32	10	41	100	5	27	49	20	43		7	40	33	21			
Male	51	100	<2	61	31	8	51	100	<2	51	43	6	51		16	47	29	8			
Caucasian	17	100	<2	76	18	6	17	100	6	35	47	12	18		17	50	28	6			
Afr Amer	3						3						3								
Hispanic	72	100	<2	57	36	7	72	100	<2	43	46	10	73		11	42	33	14			
ED	92	100	<2	60	32	9	92	100	2	40	46	12	94		12	44	31	14			
SWD	4						4						4								
ELL	3						3						3								

Percentages account for invalid tests and may not sum to 100%
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 Blanks indicate too few students to report (N<10)

8th Grade	Reading							Mathematics							Science						
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)						
	N	%	Level	Level	Level	Level	N	%	Level	Level	Level	Level	N	%	Level	Level	Level	Level			
			4	3	2	1			4	3	2	1			4	3	2	1			
State Current	23,724	99.7	7	48	29	17	23,722	99.6	6	36	42	16									
State Prior	24,055	99.7	7	47	29	17	24,058	99.6	4	36	43	16	1								
LEA Current	86	100	3	48	43	6	86	100	2	28	60	9									
LEA Prior	104	100	3	57	25	15	104	100	<2	37	49	13									
Female	43	100	2	49	44	5	43	100	2	21	70	7									
Male	43	100	5	47	42	7	43	100	2	35	51	12									
Caucasian	6						6														
Hispanic	80	100	4	46	46	4	80	100	3	29	60	9									
ED	86	100	3	48	43	6	86	100	2	28	60	9									
SWD	8						8														
ELL	8						8														

Percentages account for invalid tests and may not sum to 100%
 Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step
 Blanks indicate too few students to report (N<10)

* Science is assessed only in grades 4, 7, and 11

11th Grade	Reading							Mathematics							Science						
	Participation		Proficiency Level (%)				Participation		Proficiency Level (%)				Participation		Proficiency Level (%)						
	N	%	Level	Level	Level	Level	N	%	Level	Level	Level	Level	N	%	Level	Level	Level	Level			
			4	3	2	1			4	3	2	1			4	3	2	1			
State Current	22,943	98.6	11	34	38	15	22,931	98.5	7	32	47	13	22,258		3	35	42	19			
State Prior	20,737	99.1	10	38	38	14	20,733	99	6	32	49	12	20,726	98.4	4	35	42	17			
LEA Current	79	100	14	63	16	6	79	100	8	46	39	8	79		<2	39	47	13			
LEA Prior	88	100	2	43	48	7	88	100	<2	31	61	8	88	100	<2	31	55	15			
Female	34	100	18	68	15	<2	34	100	3	47	50	<2	34		<2	26	62	12			
Male	45	100	11	60	18	11	45	100	11	44	31	13	45		2	49	36	13			
Caucasian	7						7						7								
Afr Amer	1						1						1								
Hispanic	71	100	14	63	17	6	71	100	7	45	39	8	71		<2	41	44	14			
ED	79	100	14	63	16	6	79	100	8	46	39	8	79		<2	39	47	13			
SWD	8						8						8								
ELL	5						5						5								

Percentages account for invalid tests and may not sum to 100%
 Level 4=Advanced, Level 3=Proficient, Level 2=Nearing Proficient, Level 1= Beginning Step
 Blanks indicate too few students to report (N<10)

Budgeted Expenditures

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

Amount	Percent
\$	%

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.

Number

Total Expenditures	\$14,306,000	100
Capital Outlay	\$0	0
Community Services	\$0	0
Food Services	\$0	0
Non-Instructional Support	\$0	0
Other	\$40,071	<1
Student Transportation	\$31,000	<1
Operations & Maintenance	\$2,151,000	32
Central Services	\$392,000	6
School Administration	\$1,066,000	16
General Administration	\$805,000	12
Instruction	\$453,000	7
Students	\$1,890,000	28
Instructional Support Services	\$6,828,071	48
Direct Instruction	\$7,477,929	52

Source: The PED School Budget and Financial Analysis Bureau

Board Member	Of Points
Frances Kelly	15.00
Frank Cordova	35.00
Frank Gomez	16.00
Freddie Rodriguez	29.00
Ralph "Toy" Sepulveda	28.00

Source: NM School Board Association

Graduation - 4 Year Cohort of 2011

Graduation accountability is lagged by one year to allow seniors the summer of their final year to complete all requirements. These figures represent students who were expected to graduate on time by August 1, 2011. The cohort includes all students who were ever enrolled during the four years, including part-time students. Blanks indicate too few students to report.

	All Students %	Female %	Male %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	68.7	72.9	64.8	77.4	63.0	66.2	79.3	60.4	62.7	54.0	63.0
Districtwide	84.9	84.7	85.0			86.3			85.3	81.9	89.6
Cobre High	84.9	84.7	85.0			86.3			85.3	81.9	89.6

Source: PED Data Planning and Analysis Bureau

Graduation - 5 Year Cohort of 2010

These figures represent students who were expected to graduate on time by August 1, 2010 and either graduated on time, or required one additional year. The cohort includes all students who were ever enrolled during the four years, including part-time students. Blanks indicate too few students to report.

	All Students %	Female %	Male %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	66.5	71.4	61.8	74.6	59.3	63.4	83.4	60.8	61.7	62.3	61.2
Districtwide	92.2	92.8	91.4	90.3		92.3			92.4	84.8	93.5
Cobre High	92.2	92.8	91.4	90.3		92.3			92.4	84.8	93.5

Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2011, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2011 but did not graduate. The cohort includes all students who were ever enrolled during the four years, including part-time students. Blanks indicate too few students to report.

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

Source: PED Data Planning and Analysis Bureau

Teacher Credentials

		Statewide %	LEA %	
Teachers with Emergency or Provisional Credentials		.0	.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	1.6	2.4	
	Low Poverty Schools	1.4	NA	
NA= Not applicable; LEA did not have schools that qualified as high or low poverty				
	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
Bayard Elementary	29	44.8%	55.2%	2.3%
Central Elementary	22	45.5%	54.5%	0.0%
Cobre High	27	14.8%	85.2%	0.0%

	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Hurley Elementary	14	28.6%	71.4%	9.5%
San Lorenzo Elementary	10	40.0%	60.0%	0.0%
Snell Middle	15	33.3%	66.7%	7.3%

* Does not include Below Bachelors
Blank=no data available, or not applicable

Source: LEA 120th day submission to PED

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	Question Number	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
Districtwide	344	1	30.5	55.5	6.4	1.7	4.1	1.7
Districtwide	346	2	27.2	51.4	10.1	3.2	3.2	4.9
Districtwide	335	3	32.8	53.1	6.3	1.2	4.8	1.8
Districtwide	346	4	30.9	54.6	7.8	1.4	2.3	2.9
Districtwide	347	5	23.9	56.2	8.9	2.0	8.4	0.6
Districtwide	332	6	28.6	49.1	10.8	3.9	5.7	1.8
Districtwide	352	7	17.0	48.9	15.9	7.1	7.4	3.7
Districtwide	337	8	42.1	46.3	4.7	3.6	1.2	2.1
Districtwide	343	9	25.1	57.4	6.1	2.0	7.3	2.0
Districtwide	332	10	33.7	60.2	3.9	0.6	0.6	0.9
Bayard Elementary	1	1	0.0	100.0	0.0	0.0	0.0	0.0
Bayard Elementary	1	2	0.0	0.0	0.0	100.0	0.0	0.0
Bayard Elementary	1	3	100.0	0.0	0.0	0.0	0.0	0.0
Bayard Elementary	1	4	100.0	0.0	0.0	0.0	0.0	0.0
Bayard Elementary	1	5	0.0	0.0	0.0	0.0	100.0	0.0
Bayard Elementary	1	6	0.0	0.0	0.0	0.0	100.0	0.0
Bayard Elementary	1	7	0.0	0.0	0.0	0.0	100.0	0.0
Bayard Elementary	1	8	100.0	0.0	0.0	0.0	0.0	0.0
Bayard Elementary	1	9	0.0	100.0	0.0	0.0	0.0	0.0
Bayard Elementary	1	10	100.0	0.0	0.0	0.0	0.0	0.0
Central Elementary	161	1	28.6	60.2	6.8	0.6	2.5	1.2
Central Elementary	163	2	14.7	54.0	12.9	4.9	6.1	7.4
Central Elementary	145	3	22.1	69.7	1.4	1.4	2.1	3.4
Central Elementary	163	4	23.9	62.6	6.7	0.0	1.8	4.9
Central Elementary	164	5	20.1	56.1	11.6	1.8	9.1	1.2
Central Elementary	149	6	22.8	52.3	10.7	4.7	8.1	1.3
Central Elementary	169	7	10.1	50.3	19.5	8.3	9.5	2.4
Central Elementary	154	8	33.8	53.9	3.9	3.9	2.6	1.9
Central Elementary	160	9	20.0	64.4	4.4	0.6	7.5	3.1
Central Elementary	149	10	24.8	69.8	4.0	0.0	0.7	0.7
Cobre High	4	1	25.0	25.0	25.0	0.0	25.0	0.0
Cobre High	4	2	25.0	25.0	0.0	50.0	0.0	0.0
Cobre High	4	3	25.0	25.0	50.0	0.0	0.0	0.0
Cobre High	4	4	25.0	25.0	25.0	25.0	0.0	0.0
Cobre High	4	5	25.0	25.0	25.0	25.0	0.0	0.0
Cobre High	4	6	0.0	50.0	0.0	50.0	0.0	0.0
Cobre High	4	7	25.0	50.0	0.0	25.0	0.0	0.0
Cobre High	4	8	25.0	50.0	0.0	25.0	0.0	0.0
Cobre High	4	9	25.0	25.0	25.0	25.0	0.0	0.0
Cobre High	4	10	25.0	50.0	0.0	25.0	0.0	0.0
Hurley Elementary	93	1	38.7	52.7	2.2	4.3	2.2	0.0
Hurley Elementary	93	2	57.0	36.6	4.3	0.0	1.1	1.1
Hurley Elementary	93	3	61.3	35.5	2.2	0.0	0.0	1.1

- 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	Question Number	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
Hurley Elementary	93	4	43.0	49.5	5.4	1.1	0.0	1.1
Hurley Elementary	93	5	30.1	59.1	5.4	1.1	4.3	0.0
Hurley Elementary	93	6	36.6	46.2	7.5	2.2	6.5	1.1
Hurley Elementary	93	7	24.7	44.1	11.8	2.2	8.6	8.6
Hurley Elementary	93	8	55.9	37.6	5.4	0.0	0.0	1.1
Hurley Elementary	93	9	33.3	59.1	4.3	0.0	3.2	0.0
Hurley Elementary	93	10	46.2	43.0	6.5	1.1	1.1	2.2
San Lorenzo Elementary	33	1	33.3	54.5	6.1	0.0	0.0	6.1
San Lorenzo Elementary	33	2	15.2	69.7	9.1	0.0	0.0	6.1
San Lorenzo Elementary	33	3	21.2	63.6	9.1	0.0	6.1	0.0
San Lorenzo Elementary	33	4	48.5	51.5	0.0	0.0	0.0	0.0
San Lorenzo Elementary	33	5	27.3	48.5	15.2	0.0	9.1	0.0
San Lorenzo Elementary	33	6	39.4	48.5	12.1	0.0	0.0	0.0
San Lorenzo Elementary	33	7	12.1	51.5	18.2	12.1	3.0	3.0
San Lorenzo Elementary	33	8	66.7	30.3	0.0	0.0	0.0	3.0
San Lorenzo Elementary	33	9	36.4	42.4	12.1	0.0	6.1	3.0
San Lorenzo Elementary	33	10	33.3	66.7	0.0	0.0	0.0	0.0
Snell Middle	52	1	21.2	48.1	11.5	1.9	13.5	3.8
Snell Middle	52	2	21.2	61.5	13.5	0.0	0.0	3.8
Snell Middle	59	3	20.3	37.3	20.3	3.4	18.6	0.0
Snell Middle	52	4	19.2	44.2	19.2	5.8	9.6	1.9
Snell Middle	52	5	23.1	59.6	1.9	3.8	11.5	0.0
Snell Middle	52	6	26.9	46.2	17.3	3.8	0.0	5.8
Snell Middle	52	7	28.8	51.9	11.5	7.7	0.0	0.0
Snell Middle	52	8	26.9	50.0	9.6	9.6	0.0	3.8
Snell Middle	52	9	19.2	44.2	9.6	9.6	15.4	1.9
Snell Middle	52	10	36.5	61.5	1.9	0.0	0.0	0.0

Source: PED anonymous survey collected from parents annually

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 the New Mexico Standards Based Assessment (SBA) which annually measures student performance according to New Mexico curriculum standards. All students are required to take the SBA, 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.

4th Grade	Reading (2011)				Math (2011)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
Caucasian	8.0	27.0	38.0	28.0	8.0	40.0	41.0	11.0	1.0	47.0	38.0	14.0
Afr Amer	2.0	15.0	35.0	47.0	3.0	16.0	49.0	32.0	#	16.0	40.0	44.0
Hispanic	1.0	13.0	31.0	54.0	2.0	21.0	48.0	29.0	#	15.0	40.0	45.0
Asian	11.0	28.0	29.0	31.0	19.0	45.0	26.0	11.0	***	***	***	***
Amer Indian	2.0	10.0	25.0	64.0	2.0	14.0	43.0	42.0	#	8.0	37.0	56.0
SWD	1.0	5.0	16.0	78.0	1.0	10.0	33.0	56.0	#	11.0	30.0	59.0
ELL	#	2.0	12.0	86.0	#	5.0	40.0	56.0	#	2.0	20.0	78.0
ED	2.0	12.0	31.0	56.0	2.0	19.0	48.0	31.0	#	15.0	39.0	45.0
New Mexico	3.0	17.0	33.0	47.0	4.0	26.0	45.0	25.0	#	24.0	39.0	37.0
Nation	7.0	25.0	34.0	34.0	6.0	33.0	42.0	18.0	1	32.0	39.0	29.0

8th Grade	Reading (2011)				Math (2011)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
Caucasian	2.0	33.0	47.0	17.0	8.0	33.0	41.0	19.0	2.0	38.0	37.0	23.0
Afr Amer	#	14.0	47.0	39.0	2.0	14.0	35.0	49.0	***	***	***	***
Hispanic	1.0	16.0	47.0	37.0	2.0	16.0	41.0	41.0	#	15.0	35.0	50.0
Asian	10.0	29.0	40.0	21.0	***	***	***	***	***	***	***	***
Amer Indian	1.0	15.0	36.0	48.0	1.0	6.0	37.0	56.0	#	9.0	32.0	59.0
SWD	#	4.0	24.0	72.0	1.0	5.0	23.0	72.0	#	6.0	20.0	73.0
ELL	#	1.0	21.0	78.0	#	2.0	24.0	75.0	#	2.0	11.0	87.0
ED	#	15.0	45.0	39.0	1.0	14.0	41.0	44.0	#	14.0	33.0	52.0
New Mexico	1.0	21.0	46.0	32.0	4.0	20.0	40.0	36.0	1.0	22.0	35.0	43.0
Nation	3.0	29.0	43.0	25.0	8.0	26.0	39.0	28.0	2.0	29.0	34.0	36.0

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment
 # Rounds to zero
 Blank=Too few students to report

Statewide Participation			
	Reading %	Math %	Science %
4th Grade ELL	82.0	93.0	94.0 (2009)
4th Grade SWD*	72.0	84.0	86.0 (2009)
8th Grade ELL	80.0	94.0	93.0 (2011)
8th Grade SWD*	66.0	86.0	87.0 (2011)

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