

**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 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	0	0.0
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 NMCA-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

Achievement

Proficiencies in Reading, Mathematics, and Science

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%).

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	1,305	100	338,550	100
Female	627	48	165,208	49
Male	678	52	173,342	51
Caucasian	135	10	84,141	25
African-American	13	1	7,051	2
Hispanic	1,149	88	206,859	61
Asian	0	0	4,338	1
American Indian	7	1	35,637	11
Pacific Islander	1	0	524	0
Multiracial	0	0	5	0
ED	1,305	100	242,595	72
SWD	177	14	49,656	15
ELL	139	11	50,059	15
Migrant	0	0	354	0
Recently Arrived	89	7	16,910	5

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 2015 represented 654 schools.

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

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 3-11, and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2, in order to be consistent with prior reports.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	26.1	73.9	25.6	74.4		
3	State Prior	51.8	48.2	49.4	50.6		
3	LEA Current	13.0	87.0	18.9	81.1		
3	LEA Prior	32.4	67.6	26.9	73.1		
4	State Current	23.8	76.2	18.8	81.2	42.5	57.5
4	State Prior	43.8	56.2	42.7	57.3	48.3	51.7
4	LEA Current	22.1	77.9	9.5	90.5	40.6	59.4
4	LEA Prior	33.7	66.3	28.3	71.7	40.2	59.8
5	State Current	24.1	75.9	20.8	79.2		
5	State Prior	53.2	46.8	43.7	56.3		
5	LEA Current	21.6	78.4	12.5	87.5		
5	LEA Prior	35.8	64.2	28.4	71.6		
6	State Current	22.0	78.0	18.8	81.2		
6	State Prior	43.3	56.7	37.0	63.0		
6	LEA Current	14.1	85.9	14.1	85.9		
6	LEA Prior	53.7	46.3	38.9	61.1		
7	State Current	21.4	78.6	15.5	84.5	40.0	60.0
7	State Prior	51.5	48.5	39.8	60.2	42.2	57.8
7	LEA Current	17.6	82.4	12.9	87.1	55.6	44.4
7	LEA Prior	40.6	59.4	26.7	73.3	44.6	55.4
8	State Current	22.9	77.1	17.2	82.8		
8	State Prior	58.7	41.3	40.0	60.0		
8	LEA Current	13.4	86.6	11.5	88.5		
8	LEA Prior	49.5	50.5	31.2	68.8		
9	State Current	26.7	73.3	16.0	84.0		
9	LEA Current	10.5	89.5	7.1	92.9		
10	State Current	31.0	69.0	12.4	87.6		
10	State Prior	37.7	62.3	30.4	69.6		
10	LEA Current	15.0	85.0	3.9	96.1		
10	LEA Prior	25.6	74.4	25.6	74.4		
11	State Current	44.4	55.6	10.0	90.0	36.2	63.8
11	State Prior	51.8	48.2	42.8	57.2	41.3	58.7
11	LEA Current	31.2	68.8	1.6	98.4	24.7	75.3
11	LEA Prior	54.5	45.5	52.3	47.7	34.1	65.9

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	LEA Current	17.5	82.5	10.5	89.5	40.8	59.2
All Students	State Current	26.6	73.4	17.6	82.4	39.8	60.2
Female	State Current	31.7	68.3	17.7	82.3	38.4	61.6
Female	LEA Current	21.3	78.7	11.3	88.7	39.1	60.9
Male	State Current	21.7	78.3	17.6	82.4	41.1	58.9
Male	LEA Current	13.6	86.4	9.7	90.3	42.5	57.5
Caucasian	State Current	42.5	57.5	29.9	70.1	61.0	39.0
Caucasian	LEA Current	27.3	72.7	17.1	82.9	65.2	34.8
African American	State Current	24.5	75.5	13.9	86.1	36.9	63.1
African American	LEA Current	10.0	90.0	10.0	90.0		
Hispanic	LEA Current	16.5	83.5	9.9	90.1	39.2	60.8
Hispanic	State Current	21.8	78.2	13.7	86.3	33.7	66.3
Asian	State Current	53.8	46.2	45.6	54.4	65.1	34.9
American Indian	State Current	13.9	86.1	9.0	91.0	20.6	79.4
Economically Disadvantaged	State Current	19.0	81.0	12.4	87.6	31.1	68.9
Economically Disadvantaged	LEA Current	17.5	82.5	10.5	89.5	41.0	59.0
Students w Disabilities	State Current	6.6	93.4	6.4	93.6	15.0	85.0
Students w Disabilities	LEA Current	8.8	91.3	7.6	92.4	29.4	70.6
English Language Learners	State Current	7.1	92.9	5.3	94.7	10.2	89.8
English Language Learners	LEA Current	4.5	95.5	3.0	97.0	15.4	84.6
Migrant	State Current	11.3	88.7	4.7	95.3	10.6	89.4
Q1	State Current	2.9	97.1	0.8	99.2	1.3	98.7
Q1	LEA Current	2.1	97.9	0.4	99.6	2.8	97.2
Q3	LEA Current	24.0	76.0	14.9	85.1	54.9	45.1
Q3	State Current	35.5	64.5	23.6	76.4	53.5	46.5

Achievement - Proficiency Summaries by School

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Bayard Elementary		15.2	84.8	12.0	88.0	35.9	64.1
Central Elementary		17.9	82.1	14.7	85.3	32.3	67.7
Cobre High		18.4	81.6	3.9	96.1	24.7	75.3
Hurley Elementary		16.5	83.5	12.2	87.8	41.2	58.8
San Lorenzo Elementary		36.0	64.0	24.0	76.0		
Snell Middle		15.4	84.6	12.6	87.4	55.6	44.4

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	\$967,769	5.1
Central Services	\$394,065	2.1
Community Services		
Debt Service	\$1,235,863	6.5
Food Services	\$1,098,188	5.8
General Administration	\$843,179	4.4
Instruction	\$8,117,659	42.7
Instruction Support Services	\$546,853	2.9
Operations & Maintenance	\$2,207,013	11.6
Other Support Services	\$27,112	0.1

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
Frances O. Kelly	10
Frank Cordova	39
Frank Gomez	21
Ralph "Toy" Sepulveda	22
Robert Montoya	5

Source: NM School Board Association

	Amount \$	Percent %
School Administration	\$957,742	5.0
Student Support Services	\$1,828,883	9.6
Student Transportation	\$789,467	4.2

Source: The PED School Budget and Financial Analysis Bureau

Graduation - 4 Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014 and graduated on time. 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 %
Statewide	69.3	75.7	64.3	67.6	85.4	61.7	63.0	57.4	64.5
Districtwide	89.2	94.7		88.5			88.9	77.9	88.1
Cobre High	89.2	94.7		88.5			88.9	77.9	88.1

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

Source: PED Data Planning and Analysis Bureau

Graduation - 5 Year Cohort of 2013

These figures represent students who were expected to graduate on time by August 1, 2013 and either graduated on time, or required one additional year. 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 %
Statewide	71.4	78.3	69.1	69.1	87.4	65.4	66.1	61.6	66.7
Districtwide	96.4	93.3		96.8			97.1	93.3	>98.0
Cobre High	96.4	93.3		96.8			97.1	93.3	>98.0

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

Source: PED Data Planning and Analysis Bureau

Graduation - 6 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 up to two additional years. 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 %
Statewide	74.4	80.1	71.9	72.1	87.9	70.8	70.0	63.6	71.4
Districtwide	92.2	85.7		92.9			92.1	90.3	92.5
Cobre High	92.2	85.7		92.9			92.1	90.3	92.5

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

Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2014, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2014 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 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 %
Statewide	0.2	21.9	6.2	9.5
Districtwide	0.0	8.3	3.7	2.8
Cobre High	0.0	8.3	3.7	2.8

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

Source: PED Data Planning and Analysis Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2013 (College Going) and 2011 (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	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL
Cobre Consolidated Schools									

		Students N	Lat N	Amer N	Hisp N	Asian N	Indian N	ED N	SWD N	ELL N
Cobre High	Eligible	78			70			78		
Cobre High	Enrolled, In-State	39			37			39		
Cobre High	Enrolled, Out-of-State									
Cobre High	Credits Earned	25			23			25		

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

Source: National Student Clearinghouse

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	6.6
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	3.6	.0
	Low Poverty Schools	NA	NA

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

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Bayard Elementary	18	55.6	44.4	0
Central Elementary	24	50	50	0
Cobre High	24	29.2	70.8	0
Hurley Elementary	14	50	50	0
San Lorenzo Elementary	11	45.5	54.5	0
Snell Middle	18	61.1	38.9	0

* 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	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	472	96	93	96	95	94	94	85	96	97	94
Bayard Elementary	123	98	99	95	97	92	93	86	98	94	94
Central Elementary	119	96	99	96	93	97	91	84	100	100	96
Cobre High	38	97	71	88	91	90	90	87	82	92	93
Hurley Elementary	54	95	91	95	95	89	96	63	95	95	91
San Lorenzo Elementary	35	96	70	96	93	87	100	67	91	97	84
Snell Middle	108	95	96	100	98	100	99	99	98	98	98

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 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	91	95	94 (2009)
4th Grade SWD*	93	88	86 (2009)
8th Grade ELL	92	95	93 (2011)
8th Grade SWD*	89	90	87 (2011)

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

4th Grade	Reading (2015)				Math (2015)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	39	37
Nation	8	27	33	32	7	32	42	19	1	32	39	29

8th Grade	Reading (2015)				Math (2015)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	22	35	43
Nation	3	29	42	25	8	24	38	30	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