



AYP Summary

COBRE CONSOLIDATED SCHOOLS		
Improvement Status: Progressing		
AYP Rating: AYP Met		
	Total Number	%
Schools rated in district	6	100
Schools in Improvement	0	0
Schools in Corrective Action	1	16
Schools in Restructuring	2	33

Report Contents

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Definitions and Abbreviations

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

FRL: 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%)

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 & 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 2009-2010, but that were derived from the achievement of students in the 2008-2009 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 (FRL), Students with Disabilities (SWD), and English Language Learners (ELL).

Student Demographics				
	COBRE CONSOLIDATED SCHOOLS		Statewide	
	Number	%	Number	%
Female	676	47.1	160,866	47.0
Male	759	52.9	169,312	49.5
Caucasian	171	11.9	95,406	27.9
African-American	10	0.7	8,670	2.5
Hispanic	1,229	85.6	185,147	54.1
Asian/Pacific Islander	3	0.2	4,506	1.3
American Indian	22	1.5	36,449	10.7
English Language Learners	257	17.9	55,866	16.3
Students with Disabilities	222	15.5	45,346	13.3
Free/Reduced Lunch Program	1,418	98.8	203,946	59.6
Migrant	1	0.1	575	0.2

Source: STARS 40th day submission to Public Education Department.

Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
BAYARD ELEMENTARY	Met	CA-delay	CENTRAL ELEMENTARY	Met	Progressing
COBRE HIGH	Not Met	R-2	HURLEY ELEMENTARY	Met	Progressing
SAN LORENZO ELEM	Met	Progressing	SNELL MIDDLE	Not Met	R-2

AYP by Subgroup

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 <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	65.2	74.3	<>	64.0	<>	<>	65.2	62.7	33.3
Districtwide-Grades 6-8	Reading Proficiency	57	54.5	58.3	<>	54.1	<>	<>	54.7	20.7	23.5
Districtwide-Grade 11	Reading Proficiency	60	45.3	60.0	<>	42.9	<>	<>	45.3	23.3	14.3
BAYARD ELEMENTARY	Reading Proficiency	59	59.8	<>	<>	58.1	<>	<>	59.8	<>	<>
CENTRAL ELEMENTARY	Reading Proficiency	59	62.1	<>	<>	63.6	<>	<>	62.1	47.7	<>
COBRE HIGH	Reading Proficiency	60	45.3	60.0	<>	42.9	<>	<>	45.3	23.3	14.3
HURLEY ELEMENTARY	Reading Proficiency	59	66.3	<>	<>	66.7	<>	<>	65.9	<>	<>
SAN LORENZO ELEM	Reading Proficiency	59	38.1	<>	<>	<>	<>	<>	39.0	<>	<>
SNELL MIDDLE	Reading Proficiency	60	55.1	42.1	<>	55.0	<>	<>	55.2	21.4	26.9
Districtwide-Grades 3-5	Math Proficiency	50	46.2	51.4	<>	45.6	<>	<>	46.2	44.0	23.8
Districtwide-Grades 6-8	Math Proficiency	41	36.5	47.2	<>	35.2	<>	<>	37.1	8.5	14.7
Districtwide-Grade 11	Math Proficiency	46	25.3	50.0	<>	21.4	<>	<>	25.3	16.7	21.4
BAYARD ELEMENTARY	Math Proficiency	47	39.3	<>	<>	38.1	<>	<>	39.3	<>	<>
CENTRAL ELEMENTARY	Math Proficiency	47	44.1	<>	<>	44.8	<>	<>	44.1	36.4	<>
COBRE HIGH	Math Proficiency	46	25.3	50.0	<>	21.4	<>	<>	25.3	16.7	21.4
HURLEY ELEMENTARY	Math Proficiency	47	50.0	<>	<>	50.7	<>	<>	49.5	<>	<>
SAN LORENZO ELEM	Math Proficiency	47	26.2	<>	<>	<>	<>	<>	26.8	<>	<>
SNELL MIDDLE	Math Proficiency	41	35.7	31.6	<>	34.5	<>	<>	36.5	7.1	15.4
Districtwide-Grades 3-5	Attendance Rate	92	94.9	94.6	96.0	95.0	94.6	92.3	94.9	94.8	94.2
Districtwide-Grades 6-8	Attendance Rate	92	94.9	94.6	96.0	95.0	<>	92.3	94.9	94.8	94.2
BAYARD ELEMENTARY	Attendance Rate	92	93.9	92.2	95.8	94.0	96.0	91.5	93.9	94.1	94.2
CENTRAL ELEMENTARY	Attendance Rate	92	95.1	93.8	93.7	95.2	<>	95.1	95.1	94.8	96.2
HURLEY ELEMENTARY	Attendance Rate	92	93.9	92.4	94.6	94.2	<>	<>	93.9	94.3	92.5
SAN LORENZO ELEM	Attendance Rate	92	93.2	93.0	<>	93.7	<>	<>	93.2	93.1	92.4
SNELL MIDDLE	Attendance Rate	92	95.3	95.1	NDA	95.5	<>	90.9	95.3	95.1	94.5
All Students	Graduation Rate	52	84.0	80.9	<>	84.3	<>	<>	88.7	86.2	92.3
COBRE HIGH	Graduation Rate	52	84.0	80.9	<>	84.3	<>	<>	88.7	86.2	92.2

National Assessment of Educational Progress (NAEP) Statewide Results

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. Results presented here are from 2009 (reading and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0

8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
	White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

*** Sample size was insufficient to permit a reliable estimate

Rounds to zero

NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

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

Assessment Summary by Grade

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 2009. 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.

3rd Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	49	8	67	20	4	100	49	6	51	42	0	100	49	10	87	2	0			
Male	100	59	6	62	20	10	98	59	8	47	40	1	98	59	15	72	10	0			
Caucasian	100	12	16	58	25	0	100	12	8	66	25	0	100	12	33	66	0	0			
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Hispanic	100	91	6	65	18	8	98	91	7	47	42	1	98	91	9	82	6	0			
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Am Ind	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>			
ELL	100	33	6	63	21	9	96	33	6	36	51	3	100	33	3	90	6	0			
FRL	100	107	7	64	20	7	99	107	7	48	42	0	99	107	13	79	6	0			
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>			
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
All 2008-09	100	108	7	64	20	7	99	108	7	49	41	0	99	108	12	79	6	0			
All 2007-08	100	98	15	62	16	6	100	98	2	52	43	2	100	97	17	76	6	0			
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0			
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

4th Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	50	6	66	24	4	100	50	6	38	54	2	100	50	8	60	30	2			
Male	100	48	10	56	25	8	100	48	14	37	47	0	100	48	6	66	22	4			
Caucasian	100	16	18	68	6	6	100	16	12	37	50	0	100	16	6	75	18	0			
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
Hispanic	100	80	6	60	28	5	100	80	10	38	50	1	100	80	7	61	27	3			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	100	16	0	68	25	6	100	16	6	43	50	0	100	16	12	56	25	6			
FRL	100	94	8	61	24	5	100	94	10	38	50	1	100	94	7	64	24	3			
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	98	8	61	24	6	100	98	10	37	51	1	100	98	7	63	26	3			
All 2007-08	100	96	6	36	47	9	98	96	1	34	52	11	100	96	3	50	45	1			
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3			
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

5th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	54	11	42	46	0	100	54	3	27	61	7	100	54	5	42	46	5
Male	97	45	11	42	31	13	100	45	2	33	51	13	100	45	2	55	37	4
Caucasian	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	98	90	12	41	40	5	100	90	3	30	56	10	100	90	4	47	42	5
Asian	<>						<>						<>					
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	100	26	11	38	30	19	100	26	0	42	34	23	100	26	3	57	30	7
FRL	98	98	11	41	39	6	100	98	3	29	57	10	100	98	4	47	42	5
SWD	100	10	10	20	30	40	100	10	0	20	50	30	100	10	0	50	30	20
Migrant	<>						<>						<>					
All 2008-09	98	99	11	42	39	6	100	99	3	30	56	10	100	99	4	48	42	5
All 2007-08	100	110	10	57	26	5	100	110	13	36	41	8	99	110	9	50	38	0
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

6th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	48	2	56	35	6	100	48	8	29	56	6	100	48	2	31	62	4
Male	98	59	5	44	40	8	100	59	10	28	50	10	100	59	5	40	50	3
Caucasian	100	17	5	52	35	5	100	17	5	41	41	11	100	17	5	58	35	0
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Hispanic	98	84	3	48	39	7	100	84	10	26	54	8	100	84	3	33	59	3
Asian	<>						<>						<>					
Am Ind	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
ELL	100	16	0	18	75	6	100	16	0	12	75	12	100	16	0	0	93	6
FRL	99	106	3	50	38	6	100	106	9	29	52	8	100	106	3	36	55	3
SWD	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	99	107	3	49	38	7	100	107	9	28	53	8	100	107	3	36	56	3
All 2007-08	98	108	2	33	53	8	98	108	2	17	65	12	98	108	0	23	67	6
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	57	5	38	52	3	100	57	1	12	73	12	100	57	1	33	54	10
Male	95	45	4	40	37	13	97	45	4	15	51	26	95	45	4	44	40	6
Caucasian	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	98	91	5	39	46	7	98	91	2	13	65	17	97	91	2	35	52	7
Asian	<>						<>						<>					
Am Ind	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
ELL	96	30	3	16	60	16	96	30	3	3	50	40	93	30	0	20	50	23
FRL	98	101	4	38	46	7	99	101	2	13	63	18	98	101	2	37	48	8
SWD	93	15	6	6	46	33	93	15	6	6	20	60	86	15	0	20	33	33
Migrant	<>						<>						<>					
All 2008-09	98	102	4	39	46	7	99	102	2	13	63	18	98	102	2	38	48	8
All 2007-08	98	97	3	38	48	9	98	97	0	19	57	21	98	97	2	45	37	14
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	43	4	60	32	2	100	44	4	43	47	4	100	44	0	25	70	4
Male	98	51	0	68	23	5	100	51	11	50	29	7	100	51	0	41	50	7
Caucasian	100	12	8	58	25	8	100	12	16	33	41	8	100	12	0	41	50	8
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	98	80	1	65	28	3	100	81	7	48	38	6	100	81	0	32	61	6
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	100	12	0	25	50	25	100	13	0	7	69	23	100	13	0	7	69	23
FRL	98	91	2	65	26	4	100	92	8	48	36	5	100	92	0	34	59	5
SWD	100	11	9	36	27	27	100	11	9	9	45	36	100	11	0	9	63	27
Migrant	<>						<>						<>					
All 2008-09	98	94	2	64	27	4	100	95	8	47	37	6	100	95	0	33	60	6
All 2007-08	96	111	0	50	40	5	98	111	0	31	53	13	96	111	0	18	66	10
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

11th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	98	53	5	49	37	5	98	53	3	20	52	20	100	53	0	28	66	5
Male	100	42	2	30	57	9	100	42	7	19	50	23	100	42	2	26	61	9
Caucasian	100	10	10	50	20	20	100	10	20	30	20	30	100	10	0	60	30	10
Black	<>						<>						<>					
Hispanic	98	84	3	39	50	5	98	84	3	17	55	21	100	84	1	22	69	7
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	100	30	6	16	70	6	100	30	3	13	46	36	100	30	3	10	80	6
FRL	98	95	4	41	46	7	98	95	5	20	51	22	100	95	1	27	64	7
SWD	100	14	14	0	57	28	100	14	7	14	28	50	100	14	7	7	57	28
Migrant	<>						<>						<>					
All 2008-09	98	95	4	41	46	7	98	95	5	20	51	22	100	95	1	27	64	7
All 2007-08	96	105	7	40	34	14	97	105	4	20	40	32	94	105	0	31	53	8
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

Budgeted Expenditures

Includes state general fund operational monies only for 2008-2009

	Expenditure	%
Direct Instruction	7,413,253	52
Instructional Support Services	6,815,189	48
Students	2,083,226	15
Instruction	413,613	3
General Administration	767,366	5
School Administration	1,055,583	7
Central Services	393,350	3
Operations & Maintenance	2,071,479	15
Student Transportation	29,080	<1
Other	1,492	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	14,228,442	

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Participation

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Member	Points
Carlos Merino	15
Corina Rivera	21
Frank Cordova	29
Frank Gomez	16
Freddie Rodriguez	30

Source: 2008-09 New Mexico School Board Association Annual Report.

Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials: Statewide: 0.00% District: 0.00%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	1.07%
Low Poverty Schools	1.41%	0.00%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	113	37.2	62.8	1.1
BAYARD ELEMENTARY	18	33.3	66.7	0.0
CENTRAL ELEMENTARY	26	38.5	61.5	0.0
COBRE HIGH	35	31.4	68.6	3.6
HURLEY ELEMENTARY	12	41.7	58.3	0.0
SAN LORENZO ELEM	9	44.4	55.6	0.0
SNELL MIDDLE	19	36.8	63.2	0.0

Teacher totals may differ because of district assignments.

NDA = No data available

Parent Survey on the Quality of Education

The Quality of Education Survey is provided annually to all parents statewide. These 10 questions are required by state regulation:

- 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.

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
BAYARD ELEMENTARY	16	1	87.5	12.5	0	0	0	0
BAYARD ELEMENTARY	16	2	50	18.8	12.5	6.2	12.5	0
BAYARD ELEMENTARY	16	3	56.2	37.5	6.2	0	0	0
BAYARD ELEMENTARY	16	4	62.5	25	12.5	0	0	0
BAYARD ELEMENTARY	16	5	43.8	31.2	12.5	0	12.5	0
BAYARD ELEMENTARY	16	6	62.5	31.2	0	0	6.2	0
BAYARD ELEMENTARY	16	7	43.8	31.2	12.5	0	6.2	6.2
BAYARD ELEMENTARY	16	8	68.8	31.2	0	0	0	0
BAYARD ELEMENTARY	16	9	50	31.2	0	6.2	12.5	0
BAYARD ELEMENTARY	16	10	56.2	37.5	6.2	0	0	0
CENTRAL ELEMENTARY	171	1	25.7	68.4	2.3	0.6	0.6	2.3
CENTRAL ELEMENTARY	171	2	18.1	49.7	16.4	8.2	6.4	1.2
CENTRAL ELEMENTARY	171	3	37.4	57.9	0.6	0	2.9	1.2

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
CENTRAL ELEMENTARY	171	4	35.1	58.5	3.5	2.9	0	0
CENTRAL ELEMENTARY	171	5	17.5	59.1	8.2	1.2	12.3	1.8
CENTRAL ELEMENTARY	171	6	21.6	64.3	7.6	1.8	4.1	0.6
CENTRAL ELEMENTARY	171	7	21.1	45	14.6	5.8	11.7	1.8
CENTRAL ELEMENTARY	171	8	42.1	53.2	2.9	1.2	0.6	0
CENTRAL ELEMENTARY	171	9	30.4	60.8	2.9	0	4.7	1.2
CENTRAL ELEMENTARY	171	10	28.7	63.7	5.3	0	0.6	1.8
COBRE HIGH	23	1	17.4	78.3	4.3	0	0	0
COBRE HIGH	23	2	13	52.2	17.4	8.7	8.7	0
COBRE HIGH	23	3	17.4	60.9	0	8.7	13	0
COBRE HIGH	23	4	17.4	47.8	13	4.3	0	17.4
COBRE HIGH	23	5	13	56.5	8.7	8.7	13	0
COBRE HIGH	23	6	13	69.6	8.7	4.3	0	4.3
COBRE HIGH	23	7	17.4	65.2	8.7	0	0	8.7
COBRE HIGH	23	8	26.1	56.5	13	0	4.3	0
COBRE HIGH	23	9	13	73.9	0	0	8.7	4.3
COBRE HIGH	23	10	21.7	56.5	8.7	8.7	4.3	0
Districtwide	249	1	27.7	65	3.2	1.6	0.8	1.6
Districtwide	249	2	18.9	46.2	18.5	8	6	2.4
Districtwide	249	3	36.1	57	2	0.8	3.2	0.8
Districtwide	249	4	34.1	55.8	5.6	2.4	0.4	1.6
Districtwide	249	5	17.6	57	10.4	2	11.6	1.2
Districtwide	249	6	22.1	63.4	7.6	2.4	3.6	0.8
Districtwide	249	7	20.5	48.2	16.5	4	8.4	2.4
Districtwide	249	8	42.2	51.8	4	1.2	0.8	0
Districtwide	249	9	27.7	61.8	2.8	1.2	5.2	1.2
Districtwide	249	10	30.1	61.8	4.8	1.2	0.8	1.2
HURLEY ELEMENTARY	36	1	19.4	63.9	5.6	8.3	2.8	0
HURLEY ELEMENTARY	36	2	11.1	38.9	30.5	8.3	0	11.1
HURLEY ELEMENTARY	36	3	33.3	63.9	2.8	0	0	0
HURLEY ELEMENTARY	36	4	27.8	66.7	2.8	0	2.8	0
HURLEY ELEMENTARY	36	5	8.3	63.9	16.7	2.8	8.3	0
HURLEY ELEMENTARY	36	6	13.9	72.2	11.1	0	2.8	0
HURLEY ELEMENTARY	36	7	11.1	63.9	25	0	0	0
HURLEY ELEMENTARY	36	8	44.4	50	2.8	2.8	0	0
HURLEY ELEMENTARY	36	9	16.7	75	2.8	2.8	2.8	0
HURLEY ELEMENTARY	36	10	30.5	69.4	0	0	0	0
SAN LORENZO ELEM	1	1	0	0	100	0	0	0
SAN LORENZO ELEM	1	2	0	0	100	0	0	0
SAN LORENZO ELEM	1	3	0	0	100	0	0	0
SAN LORENZO ELEM	1	4	0	0	100	0	0	0
SAN LORENZO ELEM	1	5	0	0	100	0	0	0
SAN LORENZO ELEM	1	6	0	0	0	100	0	0
SAN LORENZO ELEM	1	7	0	0	100	0	0	0
SAN LORENZO ELEM	1	8	0	100	0	0	0	0
SAN LORENZO ELEM	1	9	0	0	100	0	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
SAN LORENZO ELEM	1	10	0	100	0	0	0	0
SNELL MIDDLE	2	1	0	100	0	0	0	0
SNELL MIDDLE	2	2	50	50	0	0	0	0
SNELL MIDDLE	2	3	50	0	50	0	0	0
SNELL MIDDLE	2	4	50	0	50	0	0	0
SNELL MIDDLE	2	5	50	0	50	0	0	0
SNELL MIDDLE	2	6	0	50	0	50	0	0
SNELL MIDDLE	2	7	0	0	100	0	0	0
SNELL MIDDLE	2	8	0	50	50	0	0	0
SNELL MIDDLE	2	9	0	50	0	50	0	0
SNELL MIDDLE	2	10	50	0	0	50	0	0
(blank) = No data available								