



**Adequate Yearly Progress (AYP) Summary**

COBRE CONSOLIDATED SCHOOLS	
<b>AYP Rating</b> Not Met	
<b>Improvement Status</b> Progressing	
<b>Schools rated in the district</b>	6
<b>Schools in Improvement</b>	0
<b>Schools in Corrective Action</b>	0
<b>Schools in Restructuring</b>	2

- Graduation
- Teacher Quality
- Quality of Education Survey (Parent Survey)
- NAEP Assessment Summary for Grades 4 and 8

**Definitions and Abbreviations**

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Amer: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years
- ED: (FRL) 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%)

Source: PED 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 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 2010-2011, but that were derived from the achievement of students in the 2009-2010 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).

**THIS REPORT INCLUDES:**

- AYP Summary
- Student Demographics
- AYP by Schools
- AYP by Subgroups
- Expenditures
- School Board Member Training
- Assessment Proficiency by Subgroup for Grades 3-8, and 11

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

(Delay = made AYP the first of two years required to leave the designation and to return to Progressing)

<b>Student Demographics</b>				
	COBRE CONSOLIDATED SCHOOLS		Statewide	
	N	%	N	%
All Students	1,381	100	334,324	100
Female	662	47.9	163,140	48.8
Male	719	52.1	171,184	51.2
Caucasian	169	12.2	85,417	25.5
Afr Am	11	0.8	7,026	2.1
Hispanic	1,185	85.8	200,137	59.9
Asian	2	0.1	4,158	1.2
Am Indian	14	1.0	34,907	10.4
ELL	180	13.0	47,677	14.3
SWD	188	0.1	44,235	0.1
ED	1,381	100.0	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	2	0.1	2	0.1

Source: District's 40th day submission to the NM Public Education Department (PED) \* ELL Students new to the U.S. who qualified for exemption from Reading assessment

## Adequate Yearly Progress (AYP) for Schools within COBRE CONSOLIDATED SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Bayard Elementary	Met	Progressing	Central Elementary	Met	Progressing
Cobre High	Not Met	R-2	Hurley Elementary	Not Met	Progressing
San Lorenzo Elementary	Met	Progressing	Snell Middle	Not Met	R-2

Source: PED 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 \*\*\*).

## Adequate Yearly Progress (AYP) for Subgroups with COBRE CONSOLIDATED SCHOOLS

	Academic Indicator	Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant
		%	Students	%	Amer	%	%	Indian	%	%	%	%
Cobre Consolidated Schools	Reading Proficiency*	64	61	73	***	60	***	***	61	58	17	***
Bayard Elementary	Reading Proficiency*	63	76	***	***	75	***	***	76	82	33	***
Central Elementary	Reading Proficiency*	63	59	70	***	58	***	***	59	59	27	***
Cobre High	Reading Proficiency*	64	49	***	***	52	***	***	49	31	17	***
Hurley Elementary	Reading Proficiency*	63	63	***	***	59	***	***	63	69	***	***
San Lorenzo Elementary	Reading Proficiency*	63	64	80	***	50	***	***	64	73	***	***
Snell Middle	Reading Proficiency*	64	57	73	***	55	***	***	58	38	5	***
Cobre Consolidated Schools	Reading Participation	64	99	100		99			99	99	97	***
Bayard Elementary	Reading Participation	63	100			100			100	100		***
Central Elementary	Reading Participation	63	100			100			100	100		***
Cobre High	Reading Participation	64	98			98			98			***
Hurley Elementary	Reading Participation	63	100			100			100			***
San Lorenzo Elementary	Reading Participation	63										
Snell Middle	Reading Participation	64	99			99			99	97		***
Cobre Consolidated Schools	Math Proficiency*	52	40	48	***	39	***	***	40	37	14	***
Bayard Elementary	Math Proficiency*	54	50	***	***	50	***	***	50	67	17	***
Central Elementary	Math Proficiency*	54	51	60	***	50	***	***	51	43	27	***
Cobre High	Math Proficiency*	53	26	***	***	28	***	***	25	14	17	***
Hurley Elementary	Math Proficiency*	54	40	***	***	36	***	***	40	31	***	***
San Lorenzo Elementary	Math Proficiency*	54	39	53	***	25	***	***	39	45	***	***
Snell Middle	Math Proficiency*	48	30	41	***	30	***	***	30	12	5	***
Cobre Consolidated Schools	Math Participation	52	99	100		99			99	98	96	***
Bayard Elementary	Math Participation	54	99			99			99	98		***
Central Elementary	Math Participation	54	100			100			100	100		***
Cobre High	Math Participation	53	98			98			98			***
Hurley Elementary	Math Participation	54	100			100			100			***
San Lorenzo Elementary	Math Participation	54										

## Adequate Yearly Progress (AYP) for Subgroups with COBRE CONSOLIDATED SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Snell Middle	Math Participation	48	99			99			99	97		***
Cobre Consolidated Schools	Attendance Rate	92	93	91	95	93	95	88	93	93	92	***
Bayard Elementary	Attendance Rate	92										
Central Elementary	Attendance Rate	92	96	92	98	93	***	96	93	92	92	***
Cobre High	Attendance Rate	92	93	94	***	92	***	93	92	92	92	***
Hurley Elementary	Attendance Rate	92										
San Lorenzo Elementary	Attendance Rate	92										
Snell Middle	Attendance Rate	92	94	90	***	93	***	94	93	94	91	***
All Students in Grade 12	Graduation Rate	63	89	80	***	91	***	***	***	92	83	***
Cobre High	Graduation Rate	63	89	80	***	91	***	***	***	92	83	***

Source: PED Assessment and Accountability

\* % of students scoring Proficient or Above; Full Academic Year only

\*\*\* Too few students to report Blanks = no data available

## Proficiencies for Subgroups within COBRE CONSOLIDATED SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	68	75	***	67	***	***	68	74	25	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	54	73	***	52	***	***	55	43	6	***
District Wide-Grades 11	Reading Proficiency*	64	49	***	***	51	***	***	48	31	14	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	53	50	***	54	***	***	53	59	25	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	26	33	***	25	***	***	26	13	3	***
District Wide-Grades 11	Math Proficiency*	52	24	***	***	26	***	***	24	14	14	***

Source: PED Assessment and Accountability

\* % of students scoring Proficient or Above; Full Academic Year only

\*\*\* Too few students to report Blanks = No Data Available

## Expenditures

	Expenditure (\$)	%
<b>Direct Instruction</b>	<b>6,053,173</b>	<b>48</b>
<b>Instructional Support</b>	<b>6,369,730</b>	<b>51</b>
Students	1,773,520	14
Instruction	408,352	3
General Administration	737,913	5
School Administration	941,699	7
Central Services	375,862	3
Operations Maintenance	2,073,346	16
Student Transportation	59,037	<1
Other	0	<1
<b>Non-Instructional Support</b>	<b>0</b>	<b>&lt;1</b>
Food Services	0	<1
Community Services	0	<1
<b>Capital Outlay</b>	<b>0</b>	<b>&lt;1</b>
<b>Total</b>	<b>12,422,903</b>	<b>100</b>

Source: PED Budget Office; general fund operational expenditures only

## School Board Training

Board Member	Number of Points*
Carlos Merino	11
Corina Rivera	14
Frank Cordova	38
Frank Gomez	21
Freddie Rodriguez	23

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 Alternate 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 2010. 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 within COBRE CONSOLIDATED SCHOOLS																					
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
Female	100	49	8	73	16	2	0	100	49	6	61	33	0	0	100	49	8	82	8	2	0
Male	100	61	8	57	23	11	0	100	61	3	62	31	3	0	100	61	13	79	8	0	0
Caucasian	100	11	9	73	18	0	0	100	11	9	45	45	0	0	100	11	27	64	9	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	99	8	64	20	8	0	100	99	4	64	30	2	0	100	99	9	82	8	1	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	53	13	72	6	9	0	100	53	8	72	19	2	0	100	53	19	75	6	0	0
ED	100	110	8	65	20	7	0	100	110	5	62	32	2	0	100	110	11	80	8	1	0
SWD	100	17	0	29	41	29	0	100	17	0	35	53	12	0	100	17	0	82	12	6	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	110	8	65	20	7	0	100	110	5	62	32	2	0	100	110	11	80	8	1	0
ALL2008-09	100	108	7	64	20	7	0	99	108	7	49	41	0	0	99	108	12	79	6	0	0
NM2009-10	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
NM2008-09	99	25,222	9	51	23	14	0	99	25,229	8	45	41	3	0	99	25,214	11	70	16	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within COBRE CONSOLIDATED SCHOOLS**

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
Female	100	48	15	50	31	4	0	100	48	2	40	56	2	0	100	48	0	54	46	0	0
Male	100	58	12	53	24	10	0	98	58	9	33	53	3	2	100	58	2	66	31	2	0
Caucasian	100	14	14	57	21	7	0	100	14	14	36	50	0	0	100	14	0	79	21	0	0
Afr Am	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Hispanic	100	89	13	51	28	8	0	99	89	4	36	55	3	1	100	89	1	58	39	1	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	32	12	44	28	16	0	97	32	3	31	59	3	3	100	32	3	50	47	0	0
ED	100	106	13	52	27	8	0	99	106	6	36	55	3	1	100	106	1	60	38	1	0
SWD	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
NM2009-10	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
ALL2009-10	100	106	13	52	27	8	0	99	106	6	36	55	3	1	100	106	1	60	38	1	0
NM2008-09	99	25,138	10	41	32	14	0	99	25,140	8	33	50	7	0	99	25,121	1	50	44	3	0
ALL2008-09	100	98	8	61	24	6	0	100	98	10	37	51	1	0	100	98	7	63	26	3	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within COBRE CONSOLIDATED SCHOOLS**

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
Female	100	44	2	77	14	7	0	100	44	11	43	39	7	0	100	44	5	64	30	2	0
Male	100	52	2	52	38	8	0	100	52	2	42	44	12	0	100	52	6	67	23	4	0
Caucasian	100	19	0	74	16	11	0	100	19	11	37	37	16	0	100	19	0	79	11	11	0
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	100	74	1	64	31	4	0	100	74	5	46	42	7	0	100	74	7	64	28	1	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	15	0	73	13	13	0	100	15	7	33	47	13	0	100	15	0	73	13	13	0
ED	100	96	2	64	27	7	0	100	96	6	43	42	9	0	100	96	5	66	26	3	0
SWD	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	96	2	64	27	7	0	100	96	6	43	42	9	0	100	96	5	66	26	3	0
ALL2008-09	98	99	11	42	39	6	1	100	99	3	30	56	10	0	100	99	4	48	42	5	0
NM2009-10	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
NM2008-09	99	24,494	13	44	33	8	0	99	24,495	9	33	46	9	0	99	24,478	6	46	42	5	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within COBRE CONSOLIDATED SCHOOLS**

6th 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
Female	100	50	4	44	48	4	0	100	50	2	12	74	12	0	100	50	0	24	74	2	0
Male	100	41	2	41	44	12	0	100	41	2	24	66	7	0	100	41	0	27	66	7	0
Caucasian	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	85	4	42	47	7	0	100	85	2	16	72	9	0	100	85	0	24	72	5	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	24	4	50	29	17	0	100	24	0	17	67	17	0	100	24	0	33	58	8	0
ED	100	91	3	43	46	8	0	100	91	2	18	70	10	0	100	91	0	25	70	4	0
SWD	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	91	3	43	46	8	0	100	91	2	18	70	10	0	100	91	0	25	70	4	0
ALL2008-09	99	107	3	49	38	7	0	100	107	9	28	53	8	0	100	107	3	36	56	3	0
NM2009-10	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
NM2008-09	99	24,097	5	38	44	10	0	99	24,101	6	26	54	10	0	99	24,092	2	31	53	11	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within COBRE CONSOLIDATED SCHOOLS**

7th 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
Female	100	44	7	48	36	9	0	100	44	2	30	57	11	0	100	44	9	32	52	7	0
Male	100	57	2	46	39	14	0	100	57	7	23	54	16	0	100	57	4	46	44	7	0
Caucasian	100	16	12	56	31	0	0	100	16	6	31	56	6	0	100	16	25	44	31	0	0
Afr Am	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Hispanic	100	78	3	45	38	14	0	100	78	5	26	55	14	0	100	78	3	40	49	9	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
ELL	100	14	0	29	50	21	0	100	14	0	14	43	43	0	100	14	0	21	64	14	0
ED	100	100	4	47	38	11	0	100	100	5	26	55	14	0	100	100	6	40	47	7	0
SWD	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	101	4	47	38	12	0	100	101	5	26	55	14	0	100	101	6	40	48	7	0
ALL2008-09	98	102	4	39	46	7	1	99	102	2	13	63	18	0	98	102	2	38	48	8	1
NM2009-10	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
NM2008-09	99	23,696	9	43	37	8	0	99	23,697	8	23	52	15	0	99	23,687	2	33	50	12	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within COBRE CONSOLIDATED SCHOOLS**

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
Female	100	53	2	72	25	2	0	100	53	4	23	72	2	0	100	53	0	13	77	9	0
Male	98	41	5	54	27	12	2	98	41	5	24	61	7	2	98	41	0	22	63	12	2
Caucasian	100	11	9	82	9	0	0	100	11	9	18	73	0	0	100	11	0	27	73	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	99	81	2	60	28	7	1	99	81	4	23	67	5	1	99	81	0	15	72	12	1
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ELL	96	29	3	38	38	17	3	96	29	3	7	76	10	3	96	29	0	7	66	24	3
ED	99	94	3	64	26	6	1	99	94	4	23	67	4	1	99	94	0	17	71	11	1
SWD	92	13	8	0	38	46	8	92	13	8	0	62	23	8	92	13	0	8	38	46	8
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	99	94	3	64	26	6	1	99	94	4	23	67	4	1	99	94	0	17	71	11	1
ALL2008-09	98	94	2	64	27	4	1	100	95	8	47	37	6	0	100	95	0	33	60	6	0
NM2009-10	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
NM2008-09	99	23,969	8	53	28	8	0	99	23,965	7	35	49	7	0	99	23,959	0	26	57	14	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within COBRE CONSOLIDATED SCHOOLS**

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
Female	100	32	9	50	31	9	0	100	32	0	25	50	25	0	97	32	0	25	66	6	3
Male	98	54	2	41	46	9	2	98	54	6	19	48	26	2	98	54	2	24	67	6	2
Caucasian	***	7	***	***	***	***	***	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	99	76	5	46	39	8	1	99	76	4	22	50	22	1	97	76	1	25	67	4	3
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ELL	100	29	7	24	55	14	0	100	29	3	10	48	38	0	100	29	3	14	76	7	0
ED	99	85	5	44	41	9	1	99	85	4	20	49	26	1	98	85	1	24	67	6	2
SWD	95	21	10	5	52	29	5	95	21	5	10	14	67	5	90	21	5	19	57	10	10
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	99	86	5	44	41	9	1	99	86	3	21	49	26	1	98	86	1	24	66	6	2
ALL2008-09	98	95	4	41	46	7	1	98	95	5	20	51	22	1	100	95	1	27	64	7	0
NM2009-10	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
NM2008-09	98	20,191	5	45	36	10	1	98	20,181	8	25	37	26	1	97	20,178	1	31	56	7	2

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report



### Graduation - High School 4-Year Cohort Graduation COBRE CONSOLIDATED SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549	63
Cobre Consolidated Schools	119	89	53	89	66	89	13	80	1	***	104	91	***	***	1	***	111	90	34	83	94	92
Cobre High	119	89	53	89	66	89	13	80	1	***	104	91	***	***	1	***	111	90	34	83	94	92

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.

\*\*\* Too few students to report

### Graduation - High School 5-Year Cohort Graduation COBRE CONSOLIDATED SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820	68
Cobre Consolidated Schools	125	87	53	86	69	87	14	77	1	***	109	89	***	***	1	***	114	89	36	81	99	89
Cobre High	125	87	53	86	69	87	14	77	1	***	109	89	***	***	1	***	114	89	36	81	99	89

Source: PED Assessment and Accountability. Class of 2008; all students ever enrolled including part time.

\*\*\* Too few students to report

### Graduation - High School Non-Graduates COBRE CONSOLIDATED SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Cobre Consolidated Schools	0	0	0	0	10	8	0	0
Cobre High	0	0	0	0	10	8	0	0

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.

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

\*\*\* Too few students to report

### Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers
Statewide	0	0.5
Cobre Consolidated Schools	0	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
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	0.0

Source: District's 120th day submission to PED

Blanks = No Data Available



## Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Statewide	22428	57	42
Cobre Consolidated Schools	109	33	67
Bayard Elementary	22	36	64
Central Elementary	28	43	57
Cobre High	31	29	71
Hurley Elementary	14	29	71
San Lorenzo Elementary	9	22	78
Snell Middle	18	28	72

Source: District's 120th day submission to PED  
 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	Statewide	40167	34.9	52.0	4.8	1.8	3.6	2.9
2	Statewide	40192	32.7	50.3	8.3	3.2	3.8	1.8
3	Statewide	40172	35.7	50.6	5.6	2.0	3.8	2.3
4	Statewide	40145	36.0	48.7	7.3	2.6	2.2	3.2
5	Statewide	40169	30.5	48.8	6.3	2.6	9.4	2.4
6	Statewide	40215	31.6	50.3	7.3	3.3	5.0	2.6
7	Statewide	40135	26.2	47.7	11.8	3.4	7.2	3.8
8	Statewide	40160	43.1	45.9	5.3	2.0	1.9	1.8
9	Statewide	40079	33.2	50.1	6.4	2.3	5.6	2.5
10	Statewide	40162	37.5	50.6	6.0	1.8	1.6	2.6
1	Cobre Consolidated Schools	91	38.5	52.7	6.6	2.2	0.0	0.0
2	Cobre Consolidated Schools	91	45.1	37.4	17.6	0.0	0.0	0.0
3	Cobre Consolidated Schools	91	44.0	52.7	2.2	0.0	0.0	1.1
4	Cobre Consolidated Schools	91	48.4	46.2	5.5	0.0	0.0	0.0
5	Cobre Consolidated Schools	91	40.7	48.4	5.5	0.0	4.4	1.1
6	Cobre Consolidated Schools	91	26.4	57.1	12.1	3.3	0.0	1.1
7	Cobre Consolidated Schools	91	22.0	47.3	22.0	3.3	1.1	4.4
8	Cobre Consolidated Schools	91	53.8	39.6	3.3	2.2	1.1	0.0
9	Cobre Consolidated Schools	91	33.0	58.2	5.5	0.0	2.2	1.1
10	Cobre Consolidated Schools	91	42.9	54.9	2.2	0.0	0.0	0.0
1	Bayard Elementary	23	34.8	60.9	4.3	0.0	0.0	0.0
2	Bayard Elementary	23	8.7	60.9	30.4	0.0	0.0	0.0
3	Bayard Elementary	23	26.1	69.6	0.0	0.0	0.0	4.3
4	Bayard Elementary	23	30.4	60.9	8.7	0.0	0.0	0.0
5	Bayard Elementary	23	30.4	65.2	4.3	0.0	0.0	0.0
6	Bayard Elementary	23	21.7	60.9	13.0	0.0	0.0	4.3
7	Bayard Elementary	23	17.4	47.8	21.7	4.3	0.0	8.7
8	Bayard Elementary	23	52.2	47.8	0.0	0.0	0.0	0.0
9	Bayard Elementary	23	34.8	47.8	8.7	0.0	4.3	4.3
10	Bayard Elementary	23	43.5	52.2	4.3	0.0	0.0	0.0
1	Central Elementary	1	0.0	0.0	100	0.0	0.0	0.0
2	Central Elementary	1	0.0	0.0	100	0.0	0.0	0.0
3	Central Elementary	1	0.0	100	0.0	0.0	0.0	0.0
4	Central Elementary	1	0.0	100	0.0	0.0	0.0	0.0
5	Central Elementary	1	0.0	100	0.0	0.0	0.0	0.0

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 %
6	Central Elementary	1	0.0	100	0.0	0.0	0.0	0.0
7	Central Elementary	1	0.0	0.0	100	0.0	0.0	0.0
8	Central Elementary	1	100	0.0	0.0	0.0	0.0	0.0
9	Central Elementary	1	0.0	100	0.0	0.0	0.0	0.0
10	Central Elementary	1	100	0.0	0.0	0.0	0.0	0.0
1	Cobre High	1	0.0	0.0	100	0.0	0.0	0.0
2	Cobre High	1	0.0	0.0	100	0.0	0.0	0.0
3	Cobre High	1	0.0	0.0	100	0.0	0.0	0.0
4	Cobre High	1	0.0	0.0	100	0.0	0.0	0.0
5	Cobre High	1	0.0	0.0	100	0.0	0.0	0.0
6	Cobre High	1	0.0	0.0	100	0.0	0.0	0.0
7	Cobre High	1	0.0	0.0	100	0.0	0.0	0.0
8	Cobre High	1	0.0	0.0	100	0.0	0.0	0.0
9	Cobre High	1	0.0	0.0	100	0.0	0.0	0.0
10	Cobre High	1	0.0	0.0	100	0.0	0.0	0.0
1	Hurley Elementary	29	55.2	41.4	3.4	0.0	0.0	0.0
2	Hurley Elementary	29	89.7	10.3	0.0	0.0	0.0	0.0
3	Hurley Elementary	29	58.6	41.4	0.0	0.0	0.0	0.0
4	Hurley Elementary	29	58.6	41.4	0.0	0.0	0.0	0.0
5	Hurley Elementary	29	55.2	37.9	3.4	0.0	3.4	0.0
6	Hurley Elementary	29	44.8	48.3	3.4	3.4	0.0	0.0
7	Hurley Elementary	29	37.9	31.0	20.7	3.4	0.0	6.9
8	Hurley Elementary	29	55.2	34.5	0.0	6.9	3.4	0.0
9	Hurley Elementary	29	34.5	62.1	3.4	0.0	0.0	0.0
10	Hurley Elementary	29	48.3	51.7	0.0	0.0	0.0	0.0
1	San Lorenzo Elementary	31	35.5	61.3	3.2	0.0	0.0	0.0
2	San Lorenzo Elementary	31	35.5	41.9	22.6	0.0	0.0	0.0
3	San Lorenzo Elementary	31	51.6	45.2	3.2	0.0	0.0	0.0
4	San Lorenzo Elementary	31	58.1	38.7	3.2	0.0	0.0	0.0
5	San Lorenzo Elementary	31	41.9	45.2	0.0	0.0	9.7	3.2
6	San Lorenzo Elementary	31	19.4	64.5	16.1	0.0	0.0	0.0
7	San Lorenzo Elementary	31	16.1	64.5	12.9	3.2	3.2	0.0
8	San Lorenzo Elementary	31	58.1	38.7	3.2	0.0	0.0	0.0
9	San Lorenzo Elementary	31	35.5	61.3	3.2	0.0	0.0	0.0
10	San Lorenzo Elementary	31	32.3	67.7	0.0	0.0	0.0	0.0
1	Snell Middle	6	0.0	50.0	16.7	33.3	0.0	0.0
2	Snell Middle	6	33.3	66.7	0.0	0.0	0.0	0.0

**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.
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- 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 %
3 Snell Middle	6	16.7	83.3	0.0	0.0	0.0	0.0
4 Snell Middle	6	33.3	50.0	16.7	0.0	0.0	0.0
5 Snell Middle	6	16.7	50.0	33.3	0.0	0.0	0.0
6 Snell Middle	6	0.0	50.0	16.7	33.3	0.0	0.0
7 Snell Middle	6	0.0	50.0	50.0	0.0	0.0	0.0
8 Snell Middle	6	33.3	50.0	16.7	0.0	0.0	0.0
9 Snell Middle	6	16.7	66.7	0.0	0.0	16.7	0.0
10 Snell Middle	6	66.7	33.3	0.0	0.0	0.0	0.0

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

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Asian	12	27	32	29	***	***	***	***	***	***	***	***
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
SWD	1	4	12	83	#	9	41	50	#	13	43	57
ELL	#	3	13	84	#	5	36	60	#	2	22	78
ED	1	11	31	57	1	16	46	36	0	15	55	45
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
Nation	7	24	34	34	6	33	43	19	1	32	71	29

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19
Af Amer	1	15	40	44	2	11	42	45	***	***	***	***
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
SWD	#	4	21	75	#	5	17	77	0	9	23	77
ELL	#	1	13	87	#	2	18	80	#	1	13	87
ED	1	14	43	43	1	10	38	50	0	13	43	57
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
Nation	2	28	43	26	7	25	39	29	1	29	62	38

Source: <http://nationsreportcard.gov/>

Basic<sup>2</sup> is most comparable to Proficient on New Mexico's Standards Based Assessment

\*\*\* Too few 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

Source: <http://Nationsreportcard.gov/>

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