



AYP Summary

CUBA INDEPENDENT SCHOOLS

Improvement Status: R-1

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	3	100
Schools in Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	3	100

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				
	CUBA INDEPENDENT SCHOOLS		Statewide	
	Number	%	Number	%
Female	357	48.6	160,866	47.0
Male	377	51.4	169,312	49.5
Caucasian	36	4.9	95,406	27.9
African-American	0	0.0	8,670	2.5
Hispanic	205	27.9	185,147	54.1
Asian/Pacific Islander	2	0.3	4,506	1.3
American Indian	491	66.9	36,449	10.7
English Language Learners	223	30.4	55,866	16.3
Students with Disabilities	108	14.7	45,346	13.3
Free/Reduced Lunch Program	728	99.2	203,946	59.6
Migrant	2	0.3	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
CUBA ELEMENTARY	Not Met	R-2	CUBA HIGH	Not Met	R-2
CUBA MIDDLE	Not Met	R-1			

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	27.8	<>	<>	37.8	<>	17.7	27.8	16.3	23.1
Districtwide-Grades 6-8	Reading Proficiency	57	32.8	<>	<>	59.1	<>	14.5	32.8	15.1	11.8
Districtwide-Grade 11	Reading Proficiency	60	36.2	<>	<>	36.8	<>	36.7	36.2	30.8	9.1
CUBA ELEMENTARY	Reading Proficiency	63	27.8	<>	<>	37.8	<>	17.7	27.8	16.3	11.5
CUBA HIGH	Reading Proficiency	60	36.2	<>	<>	36.8	<>	36.7	36.2	30.8	9.1
CUBA MIDDLE	Reading Proficiency	57	32.8	<>	<>	59.1	<>	14.5	32.8	15.1	<>
Districtwide-Grades 3-5	Math Proficiency	50	32.2	<>	<>	37.8	<>	27.4	32.2	25.0	19.2
Districtwide-Grades 6-8	Math Proficiency	41	28.0	<>	<>	31.8	<>	23.7	28.0	17.4	5.9
Districtwide-Grade 11	Math Proficiency	46	10.0	<>	<>	10.5	<>	10.0	10.0	7.7	9.1
CUBA ELEMENTARY	Math Proficiency	50	32.2	<>	<>	37.8	<>	27.4	32.2	25.0	7.7
CUBA HIGH	Math Proficiency	46	10.0	<>	<>	10.5	<>	10.0	10.0	7.7	9.1
CUBA MIDDLE	Math Proficiency	41	28.0	<>	<>	31.8	<>	23.7	28.0	17.4	<>
Districtwide-Grades 3-5	Attendance Rate	92	94.0	96.8	<>	95.4	95.0	92.9	94.0	93.6	93.6
Districtwide-Grades 6-8	Attendance Rate	92	94.0	96.8	<>	95.4	<>	92.9	94.0	93.6	93.6
CUBA ELEMENTARY	Attendance Rate	92	93.1	95.4	<>	93.0	96.7	92.9	93.1	93.1	93.0
CUBA MIDDLE	Attendance Rate	92	94.0	96.8	<>	95.4	<>	92.9	94.0	93.6	93.6
All Students	Graduation Rate	52	44.5	<>	<>	81.5	<>	38.0	51.8	48.5	42.3
CUBA HIGH	Graduation Rate	52	44.8	<>	<>	81.5	<>	38.4	51.8	48.7	42.3

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	18	0	27	33	38	100	18	0	16	83	0	100	18	0	66	33	0			
Male	100	23	0	8	52	39	100	23	0	34	65	0	100	23	0	91	8	0			
Caucasian	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>			
Black	<>						<>						<>								
Hispanic	100	16	0	18	62	18	100	16	0	18	81	0	100	16	0	75	25	0			
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Am Ind	100	20	0	10	35	55	100	20	0	30	70	0	100	20	0	85	15	0			
ELL	100	37	0	16	45	37	100	37	0	24	75	0	100	37	0	81	18	0			
FRL	100	41	0	17	43	39	100	41	0	26	73	0	100	41	0	80	19	0			
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	41	0	17	43	39	100	41	0	26	73	0	100	41	0	80	19	0			
All 2007-08	100	37	0	29	43	27	100	37	0	32	64	2	100	37	2	86	10	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	21	0	38	38	23	100	21	4	33	52	9	100	21	0	28	71	0			
Male	100	17	0	23	52	23	100	17	0	47	47	5	100	17	0	52	47	0			
Caucasian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
Black	<>						<>						<>								
Hispanic	100	15	0	40	53	6	100	15	0	40	60	0	100	15	0	60	40	0			
Asian	<>						<>						<>								
Am Ind	100	21	0	23	38	38	100	21	4	38	42	14	100	21	0	23	76	0			
ELL	100	28	0	14	53	32	100	28	0	32	57	10	100	28	0	28	71	0			
FRL	100	38	0	31	44	23	100	38	2	39	50	7	100	38	0	39	60	0			
SWD	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	38	0	31	44	23	100	38	2	39	50	7	100	38	0	39	60	0			
All 2007-08	100	29	3	34	41	20	100	29	0	17	75	6	100	28	0	35	64	0			
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	20	5	30	55	10	100	20	0	20	65	15	100	20	0	30	70	0	
Male	100	16	6	31	37	25	100	16	0	37	50	12	100	16	0	50	43	6	
Caucasian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	100	14	14	42	21	21	100	14	0	57	35	7	100	14	0	57	42	0	
Asian	<>						<>						<>						
Am Ind	100	21	0	19	66	14	100	21	0	9	71	19	100	21	0	28	66	4	
ELL	100	27	3	14	59	22	100	27	0	18	62	18	100	27	0	29	66	3	
FRL	100	36	5	30	47	16	100	36	0	27	58	13	100	36	0	38	58	2	
SWD	100	10	10	20	20	50	100	10	0	20	60	20	100	10	0	30	60	10	
Migrant	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
All 2008-09	100	36	5	30	47	16	100	36	0	27	58	13	100	36	0	38	58	2	
All 2007-08	100	28	0	32	60	7	100	28	0	7	71	21	100	28	0	14	78	7	
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	16	0	25	50	25	100	16	0	12	75	12	100	16	0	6	68	25	
Male	100	22	0	13	77	9	100	22	0	4	63	31	100	22	0	22	72	4	
Caucasian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	100	15	0	40	40	20	100	15	0	13	73	13	100	15	0	20	66	13	
Asian	<>						<>						<>						
Am Ind	100	21	0	0	85	14	100	21	0	4	61	33	100	21	0	4	80	14	
ELL	100	25	0	0	80	20	100	25	0	4	64	32	100	25	0	8	72	20	
FRL	100	38	0	18	65	15	100	38	0	7	68	23	100	38	0	15	71	13	
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	38	0	18	65	15	100	38	0	7	68	23	100	38	0	15	71	13	
All 2007-08	100	38	2	21	44	31	97	38	0	13	68	15	100	38	0	5	73	21	
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	18	0	27	50	22	100	18	11	22	50	16	100	18	0	5	55	38	
Male	100	25	0	36	36	28	100	25	12	32	40	16	100	25	0	4	72	24	
Caucasian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	100	12	0	66	25	8	100	12	8	41	50	0	100	12	0	0	91	8	
Asian	<>						<>						<>						
Am Ind	100	30	0	16	50	33	100	30	13	20	43	23	100	30	0	6	53	40	
ELL	100	30	0	16	46	36	100	30	6	16	53	23	100	30	0	3	53	43	
FRL	100	43	0	32	41	25	100	43	11	27	44	16	100	43	0	4	65	30	
SWD	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	43	0	32	41	25	100	43	11	27	44	16	100	43	0	4	65	30	
All 2007-08	97	43	6	27	46	16	100	43	0	18	48	32	100	43	0	11	67	20	
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	27	7	33	48	11	100	27	3	29	59	7	100	27	0	7	81	11	
Male	100	17	5	47	35	11	100	17	5	29	58	5	100	17	0	17	64	17	
Caucasian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	100	17	11	58	17	11	100	17	5	29	58	5	100	17	0	17	82	0	
Asian	<>						<>						<>						
Am Ind	100	25	4	20	64	12	100	25	4	24	64	8	100	25	0	4	72	24	
ELL	100	31	3	22	58	16	100	31	3	19	67	9	100	31	0	3	80	16	
FRL	100	44	6	38	43	11	100	44	4	29	59	6	100	44	0	11	75	13	
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	44	6	38	43	11	100	44	4	29	59	6	100	44	0	11	75	13	
All 2007-08	100	37	2	51	37	8	100	37	0	24	48	27	100	37	0	16	54	29	
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	97	47	4	27	53	12	95	47	2	6	36	51	97	47	2	10	72	12
Male	96	33	3	39	33	21	93	33	0	12	42	39	96	33	0	15	60	21
Caucasian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	94	19	5	31	42	15	94	19	0	10	57	26	94	19	0	36	47	10
Asian	<>						<>						<>					
Am Ind	98	60	3	33	45	16	95	60	1	8	33	51	98	60	1	5	73	18
ELL	98	65	3	27	47	20	95	65	1	6	35	52	98	65	1	7	69	20
FRL	97	80	3	32	45	16	95	80	1	8	38	46	97	80	1	12	67	16
SWD	100	11	9	0	54	36	90	11	9	0	27	54	100	11	9	0	45	45
Migrant	<>						<>						<>					
All 2008-09	97	80	3	32	45	16	95	80	1	8	38	46	97	80	1	12	67	16
All 2007-08	90	82	0	20	50	19	90	82	0	2	32	54	90	82	0	7	64	18
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	3,358,619	44
Instructional Support Services	4,227,716	55
Students	957,455	13
Instruction	219,293	3
General Administration	282,000	4
School Administration	560,960	7
Central Services	582,149	8
Operations & Maintenance	1,597,687	21
Student Transportation	25,000	<1
Other	3,172	<1
Non-Instructional Support	61,070	1
Food Services	49,000	1
Community Services	12,070	<1
Capital Outlay	0	0
Total Expenditures	7,647,405	

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
Darlene Chiquito	0
Happy Martinez	3
Marcellino Crespin	7
Marlene Waukazoo	9
Marty Vigil	15
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%	0.00%
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	61	59.0	41.0	0.0
CUBA ELEMENTARY	22	54.5	45.5	0.0
CUBA HIGH	26	61.5	38.5	0.0
CUBA MIDDLE	14	64.3	35.7	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 (%)
CUBA ELEMENTARY	156	1	28.2	57.7	5.1	0.6	8.3	0
CUBA ELEMENTARY	156	2	37.2	53.2	5.8	1.3	2.6	0
CUBA ELEMENTARY	156	3	28.8	54.5	7.1	0	3.8	5.8
CUBA ELEMENTARY	156	4	32	58.3	4.5	0.6	1.9	2.6
CUBA ELEMENTARY	156	5	27.6	48.7	7.1	0.6	13.5	2.6
CUBA ELEMENTARY	156	6	23.7	56.4	7.7	0	9	3.2
CUBA ELEMENTARY	156	7	14.1	44.2	21.1	8.3	6.4	5.8
CUBA ELEMENTARY	156	8	37.8	53.8	3.8	0.6	1.9	1.9
CUBA ELEMENTARY	156	9	27.6	57	5.1	1.3	5.8	3.2
CUBA ELEMENTARY	156	10	33.3	59.6	5.1	0.6	0.6	0.6
CUBA HIGH	97	1	17.5	57.7	8.2	3.1	9.3	4.1
CUBA HIGH	97	2	9.3	40.2	18.5	12.4	8.2	11.3
CUBA HIGH	97	3	11.3	59.8	16.5	4.1	5.2	3.1
CUBA HIGH	97	4	15.5	62.9	6.2	2.1	5.2	8.2
CUBA HIGH	97	5	17.5	49.5	15.5	1	16.5	0
CUBA HIGH	97	6	10.3	63.9	11.3	4.1	9.3	1
CUBA HIGH	97	7	10.3	68	13.4	1	6.2	1

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
CUBA HIGH	97	8	17.5	60.8	10.3	6.2	5.2	0
CUBA HIGH	97	9	15.5	54.6	12.4	4.1	11.3	2.1
CUBA HIGH	97	10	28.9	61.8	4.1	4.1	0	1
CUBA MIDDLE	115	1	35.7	53	2.6	3.5	3.5	1.7
CUBA MIDDLE	115	2	41.7	51.3	0.9	0.9	2.6	2.6
CUBA MIDDLE	115	3	27	59.1	6.1	1.7	5.2	0.9
CUBA MIDDLE	115	4	27	59.1	7.8	1.7	1.7	2.6
CUBA MIDDLE	115	5	27	54.8	3.5	2.6	10.4	1.7
CUBA MIDDLE	115	6	20	61.7	7.8	1.7	6.1	2.6
CUBA MIDDLE	115	7	20	52.2	15.6	5.2	3.5	3.5
CUBA MIDDLE	115	8	28.7	54.8	9.6	1.7	3.5	1.7
CUBA MIDDLE	115	9	22.6	53	14.8	0.9	6.9	1.7
CUBA MIDDLE	115	10	36.5	59.1	1.7	0	1.7	0.9
Districtwide	368	1	27.7	56.2	5.2	2.2	7.1	1.6
Districtwide	368	2	31.2	49.2	7.6	4.1	4.1	3.8
Districtwide	368	3	23.6	57.3	9.2	1.6	4.6	3.5
Districtwide	368	4	26.1	59.8	6	1.4	2.7	4.1
Districtwide	368	5	24.7	50.8	8.1	1.4	13.3	1.6
Districtwide	368	6	19	60	8.7	1.6	8.1	2.4
Districtwide	368	7	14.9	53	17.4	5.4	5.4	3.8
Districtwide	368	8	29.6	56	7.3	2.4	3.3	1.4
Districtwide	368	9	22.8	55.2	10.1	1.9	7.6	2.4
Districtwide	368	10	33.2	60	3.8	1.4	0.8	0.8
(blank) = No data available								