



**Adequate Yearly Progress (AYP) Summary**

CUBA INDEPENDENT SCHOOLS	
<b>AYP Rating</b> Not Met	
<b>Improvement Status</b> CA-2	
<b>Schools rated in the district</b>	3
<b>Schools in Improvement</b>	0
<b>Schools in Corrective Action</b>	0
<b>Schools in Restructuring</b>	3

- 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)

Student Demographics				
	CUBA INDEPENDENT SCHOOLS		Statewide	
	N	%	N	%
All Students	690	100	334,324	100
Female	341	49.4	163,140	48.8
Male	349	50.6	171,184	51.2
Caucasian	36	5.2	85,417	25.5
Afr Am	0	0.0	7,026	2.1
Hispanic	225	32.6	200,137	59.9
Asian	3	0.4	4,158	1.2
Am Indian	423	61.3	34,907	10.4
ELL	290	42.0	47,677	14.3
SWD	108	0.2	44,235	0.1
ED	688	99.7	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	0	0.0	0	0.0

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 CUBA INDEPENDENT SCHOOLS

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-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 CUBA INDEPENDENT SCHOOLS

	Academic Indicator	Goal	All Students	Cauc.	Afr Amer	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
		%	%	%	%	%	%	%	%	%	%	%
Cuba Independent Schools	Reading Proficiency*	64	36	64	***	47	***	27	36	24	11	***
Cuba Elementary	Reading Proficiency*	67	33	***	***	34	***	28	33	23	11	***
Cuba High	Reading Proficiency*	64	44	***	***	73	***	33	44	32	***	***
Cuba Middle	Reading Proficiency*	61	36	***	***	54	***	22	36	20	9	***
Cuba Independent Schools	Reading Participation	64	100			100		100	100	100	100	***
Cuba Elementary	Reading Participation	67	100			100		100	100	100		***
Cuba High	Reading Participation	64	100					100	100			***
Cuba Middle	Reading Participation	61	100			100		100	100	100		***
Cuba Independent Schools	Math Proficiency*	52	27	45	***	32	***	22	27	17	9	***
Cuba Elementary	Math Proficiency*	57	32	***	***	34	***	26	32	23	11	***
Cuba High	Math Proficiency*	53	8	***	***	9	***	5	8	3	***	***
Cuba Middle	Math Proficiency*	48	33	***	***	36	***	28	33	17	4	***
Cuba Independent Schools	Math Participation	52	100			100		100	100	100	100	***
Cuba Elementary	Math Participation	57	100			100		100	100	100		***
Cuba High	Math Participation	53	100					100	100			***
Cuba Middle	Math Participation	48	100			100		100	100	100		***
Cuba Independent Schools	Attendance Rate	92	89	93	***	92	98	88	89	89	91	***
Cuba Elementary	Attendance Rate	92	95	93	***	94	***	95	94	93	88	***
Cuba High	Attendance Rate	92	87	***	***	91	***	87	88	86	84	***
Cuba Middle	Attendance Rate	92	91	90	***	93	***	91	92	92	89	***
All Students in Grade 12	Graduation Rate	63	60	***	***	89	***	52	***	62	65	***
Cuba High	Graduation Rate	63	60	***	***	89	***	52	***	62	65	***

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 CUBA INDEPENDENT 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	34	***	***	37	***	26	34	25	11	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	36	***	***	50	***	22	36	21	9	***
District Wide-Grades 11	Reading Proficiency*	64	44	***	***	73	***	35	44	33	***	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	31	***	***	33	***	25	31	23	11	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	30	***	***	33	***	26	30	16	4	***
District Wide-Grades 11	Math Proficiency*	52	10	***	***	9	***	5	10	6	***	***

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>3,198,665</b>	<b>49</b>
<b>Instructional Support</b>	<b>3,153,929</b>	<b>48</b>
Students	867,821	13
Instruction	135,440	2
General Administration	235,462	3
School Administration	533,863	8
Central Services	566,599	8
Operations Maintenance	813,154	12
Student Transportation	1,591	<1
Other	0	<1
<b>Non-Instructional Support</b>	<b>131,905</b>	<b>2</b>
Food Services	110,504	1
Community Services	21,402	<1
<b>Capital Outlay</b>	<b>0</b>	<b>&lt;1</b>
<b>Total</b>	<b>6,484,499</b>	<b>100</b>

Source: PED Budget Office; general fund operational expenditures only

## School Board Training

Board Member	Number of Points*
Darlene Chiquito	0
Happy Martinez	1
Marcellino Crespin	2
Marlene Waukazoo	1
Marty Vigil	15

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 CUBA INDEPENDENT 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	16	0	38	62	0	0	100	16	0	38	56	6	0	100	16	6	69	25	0	0
Male	100	21	0	29	38	33	0	100	21	0	48	52	0	0	100	21	10	76	14	0	0
Caucasian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***

Proficiencies for Subgroups within CUBA INDEPENDENT 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
Hispanic	100	16	0	38	44	19	0	100	16	0	44	50	6	0	100	16	6	75	19	0	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	100	17	0	24	53	24	0	100	17	0	41	59	0	0	100	17	12	71	18	0	0
ELL	100	31	0	29	52	19	0	100	31	0	42	55	3	0	100	31	6	77	16	0	0
ED	100	37	0	32	49	19	0	100	37	0	43	54	3	0	100	37	8	73	19	0	0
SWD	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	37	0	32	49	19	0	100	37	0	43	54	3	0	100	37	8	73	19	0	0
ALL2008-09	100	41	0	17	43	39	0	100	41	0	26	73	0	0	100	41	0	80	19	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 CUBA INDEPENDENT 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	20	5	30	40	25	0	100	20	5	15	75	5	0	100	20	0	25	70	5	0
Male	100	18	0	11	72	17	0	100	18	6	11	83	0	0	100	18	0	22	78	0	0
Caucasian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	16	0	12	75	12	0	100	16	6	6	88	0	0	100	16	0	19	81	0	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	100	19	5	26	37	32	0	100	19	5	16	74	5	0	100	19	0	26	68	5	0
ELL	100	30	0	23	50	27	0	100	30	3	10	83	3	0	100	30	0	23	73	3	0
ED	100	38	3	21	55	21	0	100	38	5	13	79	3	0	100	38	0	24	74	3	0
SWD	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
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	38	3	21	55	21	0	100	38	5	13	79	3	0	100	38	0	24	74	3	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	38	0	31	44	23	0	100	38	2	39	50	7	0	100	38	0	39	60	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 CUBA INDEPENDENT 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	24	4	42	46	8	0	100	24	0	33	54	12	0	100	24	0	29	67	4	0
Male	100	20	5	35	55	5	0	100	20	5	25	55	15	0	100	20	5	25	65	5	0
Caucasian	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	19	5	53	42	0	0	100	19	0	42	53	5	0	100	19	5	42	53	0	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	21	5	19	62	14	0	100	21	0	14	62	24	0	100	21	0	5	86	10	0
ELL	100	31	3	19	68	10	0	100	31	0	13	68	19	0	100	31	3	13	77	6	0
ED	100	44	5	39	50	7	0	100	44	2	30	55	14	0	100	44	2	27	66	5	0
SWD	***	8	***	***	***	***	***	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	44	5	39	50	7	0	100	44	2	30	55	14	0	100	44	2	27	66	5	0
ALL2008-09	100	36	5	30	47	16	0	100	36	0	27	58	13	0	100	36	0	38	58	2	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 CUBA INDEPENDENT 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	25	4	28	64	4	0	100	25	0	8	80	12	0	100	24	0	8	71	21	0
Male	100	16	12	19	50	19	0	100	16	0	25	56	19	0	100	16	6	25	56	12	0
Caucasian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	17	18	29	41	12	0	100	17	0	24	59	18	0	100	17	6	29	53	12	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	21	0	14	76	10	0	100	21	0	10	76	14	0	100	20	0	5	70	25	0
ELL	100	24	4	12	67	17	0	100	24	0	12	62	25	0	100	23	0	13	61	26	0
ED	100	40	8	25	58	10	0	100	40	0	15	70	15	0	100	39	3	15	64	18	0
SWD	100	10	10	0	60	30	0	100	10	0	0	50	50	0	100	10	0	10	50	40	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	41	7	24	59	10	0	100	41	0	15	71	15	0	100	40	2	15	65	18	0
ALL2008-09	100	38	0	18	65	15	0	100	38	0	7	68	23	0	100	38	0	15	71	13	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 CUBA INDEPENDENT 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	16	6	31	56	6	0	100	16	0	38	56	6	0	100	16	0	12	75	12	0
Male	100	22	0	36	55	9	0	100	22	5	32	41	23	0	100	22	5	14	73	9	0
Caucasian	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	15	0	60	40	0	0	100	15	7	33	60	0	0	100	15	0	20	80	0	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	19	0	5	79	16	0	100	19	0	26	42	32	0	100	19	0	0	79	21	0
ELL	100	21	0	14	71	14	0	100	21	0	10	62	29	0	100	21	0	5	76	19	0
ED	100	38	3	34	55	8	0	100	38	3	34	47	16	0	100	38	3	13	74	11	0
SWD	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	38	3	34	55	8	0	100	38	3	34	47	16	0	100	38	3	13	74	11	0
ALL2008-09	100	43	0	32	41	25	0	100	43	11	27	44	16	0	100	43	0	4	65	30	0
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 CUBA INDEPENDENT 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	19	0	37	47	16	0	100	19	5	21	68	5	0	100	19	0	5	68	26	0
Male	100	24	4	38	38	21	0	100	24	8	38	50	4	0	100	24	0	4	83	12	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	14	0	43	43	14	0	100	14	0	36	57	7	0	100	14	0	0	1	99	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	29	3	34	41	21	0	100	29	10	28	59	3	0	100	29	0	7	66	28	0
ELL	100	26	4	27	38	31	0	100	26	4	19	69	8	0	100	26	0	4	65	31	0
ED	100	43	2	37	42	19	0	100	43	7	30	58	5	0	100	43	0	5	77	19	0
SWD	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	43	2	37	42	19	0	100	43	7	30	58	5	0	100	43	0	5	77	19	0
ALL2008-09	100	44	6	38	43	11	0	100	44	4	29	59	6	0	100	44	0	11	75	13	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 CUBA INDEPENDENT SCHOOLS

Proficiencies for Subgroups within CUBA INDEPENDENT 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	3	62	34	0	0	100	32	3	3	50	44	0	100	32	0	6	88	6	0
Male	100	27	0	19	78	4	0	100	27	0	15	41	44	0	100	27	0	11	81	7	0
Caucasian	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	11	0	73	18	9	0	100	11	0	9	64	27	0	100	11	0	18	73	9	0
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	100	43	2	33	65	0	0	100	43	2	2	42	53	0	100	43	0	5	88	7	0
ELL	100	36	3	31	67	0	0	100	36	3	3	36	58	0	100	36	0	3	89	8	0
ED	100	59	2	42	54	2	0	100	59	2	8	46	44	0	100	59	0	8	85	7	0
SWD	***	7	***	***	***	***	***	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	59	2	42	54	2	0	100	59	2	8	46	44	0	100	59	0	8	85	7	0
ALL2008-09	97	80	3	32	45	16	2	95	80	1	8	38	46	5	97	80	1	12	67	16	2
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 CUBA INDEPENDENT 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
Cuba Independent Schools	104	60	49	61	55	59	3	***	***	***	19	89	***	***	82	52	95	64	15	65	96	62
Cuba High	104	60	49	61	55	59	3	***	***	***	19	89	***	***	82	52	95	64	15	65	96	62

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 CUBA INDEPENDENT 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
Cuba Independent Schools	115	70	49	70	61	70	3	***	***	***	20	84	***	***	92	66	103	76	18	76	105	74
Cuba High	115	70	49	70	61	70	3	***	***	***	20	84	***	***	92	66	103	76	18	76	105	74

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 CUBA INDEPENDENT SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Cuba Independent Schools	0	0	29	25	0	0	0	0
Cuba High	0	0	29	25	0	0	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
Cuba Independent Schools	0	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
Cuba Elementary	0	0.0
Cuba High	0	0.0
Cuba 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
Cuba Independent Schools	56	64	32
Cuba Elementary	19	68	32
Cuba High	25	56	36
Cuba Middle	13	77	23

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
	Cuba Independent Schools							
	Cuba Elementary							
	Cuba High							
	Cuba Middle							

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