



Adequate Yearly Progress (AYP) Summary

Cuba Independent Schools	
AYP Rating	Not Met
Improvement Status	CA-2
Schools rated in the district	3
Schools in Improvement	0
Schools in Corrective Action	0
Schools in Restructuring	3

Source: NMPED 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 and 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 2011-2012, but that were derived from the achievement of students in the 2010-2011 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).

Definitions and Abbreviations

- Am Indian: American Indian or Alaskan Native
- 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

- ED: 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%)
- LEA: Local Education Agency which refers to either a district or a charter school

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

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

Student Demographics

	LEA		State	
	N	%	N	%
All Students	623	100	334,700	100
Female	301	48	163,202	49
Male	322	52	171,498	51
Caucasian	34	5	88,508	26
Afr Am	5	< 2	7,765	2
Hispanic	204	33	198,850	59
Asian	4	< 2	4,463	< 2
Am Indian	376	60	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	95	15	47,480	14
ELL	254	41	53,815	16
Recently Arrived *	0	0	40	< 2
ED	623	100	228,186	68
Migrant	0	0	452	< 2

Source: LEA's 120th day submission to the NMPED STARS. * ELL Students new to the U.S. who qualified for exemption from reading assessment.

Adequate Yearly Progress (AYP) for Schools within LEA

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: NMPED 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 a blank).

Adequate Yearly Progress (AYP) for Subgroups within LEA

	Academic Indicator	Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
LEA	Reading Proficiency*	75	36	57		51		22	36	17	21
Cuba Elementary	Reading Proficiency*	77	32			32		26	32	19	23
Cuba High	Reading Proficiency*	75	21			50		14	21	12	10
Cuba Middle	Reading Proficiency*	72	50			68		29	49	20	27
LEA	Reading Participation	95	99			100		98	99	98	
Cuba Elementary	Reading Participation	95	100			100		100	100	100	
Cuba High	Reading Participation	95	97					96	97	96	
Cuba Middle	Reading Participation	95	100			100		100	100	100	
LEA	Math Proficiency*	66	32	50		43		22	32	18	24
Cuba Elementary	Math Proficiency*	68	32			35		26	32	19	15
Cuba High	Math Proficiency*	66	11			33		6	11	5	20
Cuba Middle	Math Proficiency*	63	47			53		37	46	30	36
LEA	Math Participation	95	99			100		99	99	99	
Cuba Elementary	Math Participation	95	100			100		100	100	100	
Cuba High	Math Participation	95	98					98	98	98	
Cuba Middle	Math Participation	95	100			100		100	100	100	
Cuba Elementary	Attendance Rate	92	96	97		96		96	96	96	95
Cuba Middle	Attendance Rate	92	91	91		92		91	91	90	89
All Students in Grade 12	Graduation Rate	65	71			88		66	72	72	76
Cuba High	Graduation Rate	65	71			88		66	72	72	76

Source: NMPED Assessment and Accountability; Full Academic Year only;

* % of students scoring Proficient or Above;

Blank = Too few or no students to report

Proficiencies by Grade Span for Subgroups - All¹ - within LEA

Academic Indicator	Goal	All	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
	%	%	%	%	%	%	%	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	32			38		21	32	19	20
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	56	69		70		36	55	28	25
District Wide-Grades 11	Reading Proficiency*	75	17			50		11	17	9	10
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	29			29		23	29	19	13
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	48	62		51		38	47	34	33
District Wide-Grades 11	Math Proficiency*	66	9			33		5	9	4	20

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;

* % of students scoring Proficient or Above; Blank = Too few or no students to report

Expenditures

	Expenditure (\$)	%
Direct Instruction	3,251,108	42
Instructional Support	4,369,890	57
Students	905,035	12
Instruction	136,300	2
General Administration	243,533	3
School Administration	550,030	7
Central Services	569,997	7
Operations Maintenance	1,954,402	26
Student Transportation	1,200	<1
Other	9,393	<1
Non-Instructional Support	28,920	<1
Food Services	11,000	<1
Community Services	17,920	<1
Capital Outlay	0	<1
Total	7,649,918	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training

Board Member	Number of Points*
Christine Montoya	12
Happy Martinez	7
Marlene Waukazoo	10
Marty Vigil	23
Vivian Keetso	15
Wally Toledo	5

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 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 2011. 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 - All¹ - within LEA

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
State Current	100	25,771	6	47	25	22	0	100	25,768	4	48	35	13	0							
State Prior	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
LEA Current	100	32	6	31	31	31	0	100	32	9	38	31	22	0							
LEA Prior	100	37	0	32	49	19	0	100	37	0	43	54	3	0	100	37	8	73	19	0	0
Female	100	11	9	36	36	18	0	100	11	9	45	27	18	0							
Male	100	21	5	29	29	38	0	100	21	10	33	33	24	0							
Caucasian		2							2												
Afr Am		0							0						0						
Hispanic	100	14	14	36	14	36	0	100	14	14	29	36	21	0							
Asian		0							0						0						
Am Indian	100	16	0	19	50	31	0	100	16	0	44	31	25	0							
ELL	100	16	0	25	38	38	0	100	16	0	31	31	38	0							
ED	100	32	6	31	31	31	0	100	32	9	38	31	22	0							
SWD		8							8												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	25,808	7	40	40	14	0	100	25,817	9	36	37	19	0	100	25,800	5	42	33	20	0
State Prior	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
LEA Current	100	33	0	39	39	21	0	100	33	3	30	58	9	0	100	33	0	33	55	12	0
LEA Prior	100	38	3	21	55	21	0	100	38	5	13	79	3	0	100	38	0	24	74	3	0
Female	100	12	0	50	42	8	0	100	12	0	33	58	8	0	100	12	0	33	67	0	0
Male	100	21	0	33	38	29	0	100	21	5	29	57	10	0	100	21	0	33	48	19	0
Caucasian		2							2						2						
Afr Am		0							0						0						
Hispanic	100	15	0	40	47	13	0	100	15	0	33	60	7	0	100	15	0	33	53	13	0
Asian		1							1						1						
Am Indian	100	15	0	33	33	33	0	100	15	7	20	60	13	0	100	15	0	27	60	13	0
ELL	100	15	0	27	33	40	0	100	15	0	27	53	20	0	100	15	0	20	60	20	0
ED	100	33	0	39	39	21	0	100	33	3	30	58	9	0	100	33	0	33	55	12	0
SWD		2							2						2						

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	25,481	9	43	36	12	0	100	25,481	9	33	39	19	0							
State Prior	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
LEA Current	100	43	5	19	63	14	0	100	43	0	12	51	37	0							
LEA Prior	100	44	5	39	50	7	0	100	44	2	30	55	14	0	100	44	2	27	66	5	0
Female	100	23	9	26	52	13	0	100	23	0	17	52	30	0							
Male	100	20	0	10	75	15	0	100	20	0	5	50	45	0							
Caucasian		4							4												
Afr Am		0							0						0						
Hispanic	100	16	6	19	69	6	0	100	16	0	12	56	31	0							
Asian		2							2												
Am Indian	100	21	5	10	62	24	0	100	21	0	5	52	43	0							
ELL	100	27	4	7	70	19	0	100	27	0	7	48	44	0							
ED	100	43	5	19	63	14	0	100	43	0	12	51	37	0							
SWD		5							5												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	25,026	9	39	36	16	0	100	25,019	5	32	41	22	0							
State Prior	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
LEA Current	100	36	6	42	31	22	0	100	36	0	36	36	28	0							
LEA Prior	100	41	7	24	59	10	0	100	41	0	15	71	15	0	100	40	2	15	65	18	0
Female	100	21	10	48	29	14	0	100	21	0	38	38	24	0							
Male	100	15	0	33	33	33	0	100	15	0	33	33	33	0							
Caucasian		5							5												
Afr Am		1							1												
Hispanic	100	15	7	60	27	7	0	100	15	0	27	60	13	0							
Asian		0							0						0						
Am Indian	100	15	7	13	33	47	0	100	15	0	33	13	53	0							
ELL	100	18	0	28	28	44	0	100	18	0	17	33	50	0							
ED	100	35	6	40	31	23	0	100	35	0	34	37	29	0							
SWD		5							5												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	24,366	6	42	36	16	0	100	24,375	5	33	38	24	0	99	24,362	9	31	35	25	1
State Prior	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
LEA Current	100	39	13	44	28	15	0	100	39	8	49	33	10	0	100	39	5	31	36	28	0
LEA Prior	100	38	3	34	55	8	0	100	38	3	34	47	16	0	100	38	3	13	74	11	0
Female	100	24	12	38	29	21	0	100	24	0	50	33	17	0	100	24	0	29	33	38	0
Male	100	15	13	53	27	7	0	100	15	20	47	33	0	0	100	15	13	33	40	13	0
Caucasian		3							3						3						
Afr Am		2							2						2						
Hispanic	100	16	31	38	19	12	0	100	16	12	62	19	6	0	100	16	12	50	19	19	0
Asian		0							0						0						
Am Indian	100	18	0	39	39	22	0	100	18	0	39	50	11	0	100	18	0	6	50	44	0
ELL	100	16	12	12	44	31	0	100	16	0	44	44	12	0	100	16	0	19	38	44	0
ED	100	39	13	44	28	15	0	100	39	8	49	33	10	0	100	39	5	31	36	28	0
SWD		4							4						4						

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	24,055	7	47	29	17	0	100	24,058	4	36	43	16	0		1					
State Prior	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
LEA Current	100	38	8	55	32	5	0	100	38	0	50	47	3	0							
LEA Prior	100	43	2	37	42	19	0	100	43	7	30	58	5	0	100	43	0	5	77	19	0
Female	100	13	8	54	38	0	0	100	13	0	46	54	0	0							
Male	100	25	8	56	28	8	0	100	25	0	52	44	4	0							
Caucasian		5							5												
Afr Am		0							0						0						
Hispanic	100	16	6	69	25	0	0	100	16	0	50	50	0	0							
Asian		0							0						0						
Am Indian	100	17	0	47	41	12	0	100	17	0	41	53	6	0							
ELL	100	13	0	31	54	15	0	100	13	0	46	46	8	0							
ED	100	38	8	55	32	5	0	100	38	0	50	47	3	0							
SWD		3							3												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups within LEA

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
State Current	99	20,737	10	38	38	14	1	99	20,733	6	32	49	12	1	98	20,726	4	35	42	17	2
State Prior	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
LEA Current	97	75	1	16	43	37	3	99	75	3	7	59	31	1	97	75	1	13	40	43	3
LEA Prior	100	59	2	42	54	2	0	100	59	2	8	46	44	0	100	59	0	8	85	7	0
Female	100	35	0	14	51	34	0	100	35	0	9	63	29	0	100	35	0	6	49	46	0
Male	95	40	2	18	35	40	5	98	40	5	5	55	32	2	95	40	2	20	32	40	5
Caucasian		0							0							0					
Afr Am		0							0							0					
Hispanic	100	12	0	50	25	25	0	100	12	0	33	58	8	0	100	12	0	50	25	25	0
Asian		0							0							0					
Am Indian	97	63	2	10	46	40	3	98	63	3	2	59	35	2	97	63	2	6	43	46	3
ELL	96	54	2	7	39	48	4	98	54	2	2	56	39	2	96	54	2	6	35	54	4
ED	97	75	1	16	43	37	3	99	75	3	7	59	31	1	97	75	1	13	40	43	3
SWD	100	10	10	0	20	70	0	100	10	10	10	40	40	0	100	10	10	10	20	60	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year

Blanks = Too few students to report

Graduation - High School 4-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	26,490	67	12,895	72	13,595	63	7,863	76	616	62	14,394	64	351	84	3,266	60	9,271	61	5,209	66	14,089	61
LEA	113	71	66	74	47	66	4				22	88			87	66	107	72	11	76	109	72
Cuba High	113	71	66	74	47	66	4				22	88			87	66	107	72	11	76	109	72

Source: PED Assessment and Accountability. Class of 2010; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School 5-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	27,290	70	13,270	74	14,020	68	8,440	78	744	68	14,137	67	340	85	3,629	64	9,820	68	5,530	68	13,486	65
LEA	115	70	54	70	61	70	3				20	84			92	66	105	74	18	76	103	76
Cuba High	115	70	54	70	61	70	3				20	84			92	66	105	74	18	76	103	76

Source: PED Assessment and Accountability. Class of 2009; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School Non-Graduates within LEA

Group	Certificate		Status Unknown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATE	310	<2	5,489	21	1,734	6	1,334	5
LEA					23	20		10
Cuba High					23	20		10

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; 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

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	0	3.9
High Poverty Schools	0	3.9
Low Poverty Schools	N/A	N/A
Cuba Elementary	0	0.0
Cuba High	0	6.8
Cuba Middle	0	0.0

Source: LEA's 120th day submission to NMPED;
Blank = No data available

Teacher Quality, Level of Education

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
STATE	22,031	56	42
LEA	57	68	30
Cuba Elementary	21	67	33
Cuba High	26	69	27
Cuba Middle	12	75	25

Source: LEA's 120th day submission to NMPED
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 STATE	90,980	36.5	54.3	3.7	1.3	3.2	1.1
2 STATE	91,126	33.0	52.8	7.6	2.6	3.1	0.9
3 STATE	91,050	36.9	52.2	5.5	1.4	3.1	0.9
4 STATE	91,192	35.9	50.8	7.7	2.0	2.1	1.5
5 STATE	91,185	31.0	50.9	6.0	1.9	9.2	1.1
6 STATE	91,109	31.7	53.0	6.8	2.5	4.7	1.2
7 STATE	91,168	25.3	48.5	12.8	3.7	7.7	2.0
8 STATE	91,172	44.5	46.6	5.2	1.7	1.2	0.9
9 STATE	91,082	32.3	53.3	5.9	1.8	5.4	1.3
10 STATE	91,006	38.5	51.3	6.2	1.4	1.4	1.2
1 LEA	247	30.4	60.7	2.8	2.0	2.8	1.2
2 LEA	249	36.5	57.8	3.6	0.4	1.2	0.4
3 LEA	248	27.4	58.5	7.3	0.0	2.8	4.0
4 LEA	245	25.7	60.0	8.2	0.8	2.9	2.4
5 LEA	256	26.2	52.7	7.0	0.8	11.3	2.0
6 LEA	247	25.1	57.5	8.5	1.6	4.5	2.8
7 LEA	243	16.5	44.9	18.9	10.3	7.0	2.5
8 LEA	252	33.3	59.1	4.0	0.4	2.4	0.8
9 LEA	250	26.0	57.6	4.4	2.0	7.2	2.8
10 LEA	251	34.7	56.2	8.0	0.4	0.8	0.0
1 Cuba Elementary	155	29.0	63.9	1.3	2.6	1.3	1.9
2 Cuba Elementary	157	37.6	58.0	2.5	0.6	0.6	0.6
3 Cuba Elementary	156	25.6	59.0	7.7	0.0	4.5	3.2

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 %
4	Cuba Elementary	153	24.8	60.8	9.2	0.7	2.6	2.0
5	Cuba Elementary	164	24.4	49.4	7.9	0.6	15.2	2.4
6	Cuba Elementary	155	25.8	55.5	9.7	1.9	3.2	3.9
7	Cuba Elementary	151	17.2	41.7	19.9	11.3	7.3	2.6
8	Cuba Elementary	160	34.4	58.1	5.0	0.6	1.9	0.0
9	Cuba Elementary	158	25.9	60.8	5.1	1.9	5.7	0.6
10	Cuba Elementary	159	32.7	57.2	9.4	0.6	0.0	0.0
	Cuba High							
1	Cuba Middle	92	32.6	55.4	5.4	1.1	5.4	0.0
2	Cuba Middle	92	34.8	57.6	5.4	0.0	2.2	0.0
3	Cuba Middle	92	30.4	57.6	6.5	0.0	0.0	5.4
4	Cuba Middle	92	27.2	58.7	6.5	1.1	3.3	3.3
5	Cuba Middle	92	29.3	58.7	5.4	1.1	4.3	1.1
6	Cuba Middle	92	23.9	60.9	6.5	1.1	6.5	1.1
7	Cuba Middle	92	15.2	50.0	17.4	8.7	6.5	2.2
8	Cuba Middle	92	31.5	60.9	2.2	0.0	3.3	2.2
9	Cuba Middle	92	26.1	52.2	3.3	2.2	9.8	6.5
10	Cuba Middle	92	38.0	54.3	5.4	0.0	2.2	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. Assessment year is the most recent available at the time of this report

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

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

* Information at <http://nationsreportcard.gov/>

Basic¹ is most comparable to Proficient on New Mexico's Standards Based Assessment

Blank = Too few or no 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

* Information at <http://nationsreportcard.gov/>

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