

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status see page 2.

District Grade C

	Total Number	Percent
Schools Rated in District	6	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	0	0.0
Schools in Strategic Status	0	0.0
Schools in Reward Status	0	0.0

Source: PED Assessment and Accountability Division

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965, which was reauthorized in 2001 as No Child Left Behind (NCLB), requires schools to show annual improvement in mathematics and reading. In 2011, New Mexico lawmakers enacted additional requirements that schools demonstrate progress through a grading system similar to that applied to students, issuing an A through F letter grade to each school [22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4] [6.19.8.1 NMAC-N, 12-15-11]. Individual school report cards can be found online at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally-authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards, and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

LEA Demographic Profile

Accountability

Summaries of School Grades

Cohort Graduation Rates (4, 5, and 6 Year)

Status of Non-Graduates

Attendance

Growth for Q1 and Q3 Subgroups

Achievement

Proficiencies in Reading, Mathematics, and Science

Participation in Assessments

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally-authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Lunch

SWD: Students with disabilities; does not include special education students who are gifted

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%), and least disadvantaged (bottom 25%).

SGTs School Growth Targets, like the predecessor Annual Measurable Objectives or AMOs, increase annually for monitoring subgroup performance and growth. Figures reflect whether the percent of students for the school meet the current year's goals.

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	1,300	100	337,054	100
Female	635	49	164,148	49
Male	665	51	172,906	51
Caucasian	138	11	84,518	25
African-American	13	1	7,530	2
Hispanic	1,140	88	204,866	61
Asian	0	0	4,489	1
Pacific Islander	1	0	509	0
American Indian	8	1	35,142	10
Multiple Races	0	0	2	0
ED	1,300	100	231,830	69
SWD	160	12	48,479	14
ELL	158	12	51,895	15
Migrant	0	0	458	0
Recently Arrived	87	7	19,389	6

Source: LEA 120th day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

- *** Priority Status (5% of schools that are lowest performing)
- ** Focus Status (additional 10% of schools that are low performing and with large gaps between lower and higher performing groups)
- * Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)
- ^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to their overall letter grade, and where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2014 represented 654 schools.

School	Overall Grade	School	Overall Grade
Bayard Elementary	F	Central Elementary	D
Cobre High	A	Hurley Elementary	D
San Lorenzo Elementary	B	Snell Middle	F

Accountability - School Growth Targets (SGTs)

Customized targets called School Growth Targets (SGTs) guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered proficient. They are combined with students who are proficient today for percentages. Growth figures for Q1 and Q3 are in scaled score units, and should be evaluated in the context of the possible score on the assessment which ranges from 0 to 80.

Target (%)	Proficient or On Target to Proficiency									Growth			
	All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr)	Q1	Target (SS/Yr)	Q3
Bayard Elementary													
Reading 61	34.3 *			31.5 *			34.3 *		14.3 *	2.5	0.3 *	0.25	-1.9 *
Mathematics 55	18.2 *			16.9 *			18.2 *		9.5 *	2.2	-0.6 *	0.15	-2.8 *
Attendance 92	93.8 ✓	94.2 ✓		93.7 ✓			93.8 ✓	91.9 *	93.2 ✓				
Central Elementary													
Reading 61	42.5 *			39.4 *			42.5 *	45.5 *		2.5	1.1 *	0.25	-1.1 *
Mathematics 55	36.3 *			35.4 *			36.3 *	40.9 *		2.2	1.5 *	0.15	-1.5 *
Attendance 92	93.5 ✓	95.3 ✓		93.2 ✓			93.5 ✓	92.7 ✓	92.3 ✓				
Cobre High													
Reading 61	40.5 *			39.6 *			40.5 *			2.5	-2.2 *	0.25	-1.4 *
Mathematics 55	39.3 *			39.0 *			39.3 *			2.2	-0.6 *	0.15	-0.2 *
Attendance 92	92.5 ✓	91.9 *		92.7 ✓			92.5 ✓	90.8 *	86.9 *				
Graduation 73.7	93.5 ✓			93.4 ✓			93.7 ✓		96.8 ✓				
Hurley Elementary													
Reading 61	35.8 *			37.1 *			35.8 *			2.5	-1.3 *	0.25	-2.2 *
Mathematics 55	44.8 *			46.8 *			44.8 *			2.2		0.15	-1.6 *
Attendance 92	93.1 ✓	93.4 ✓		92.9 ✓			93.1 ✓	89.4 *	88.4 *				
LEA Current													
Reading 61	43.1 *	55.9 *		41.5 *			43.1 *	16.7 *	20.0 *	2.5	-0.1 *	0.25	-1.3 *
Mathematics 55	33.2 *	41.2 *		32.4 *			33.2 *	17.9 *	12.0 *	2.2	0.0 *	0.15	-1.3 *
Attendance 92	93.4 ✓	93.8 ✓	96.2 ✓	93.3 ✓			93.4 ✓	92.2 ✓	92.0 *				
Graduation 73.7	93.5 ✓			93.4 ✓			93.7 ✓		96.8 ✓				
San Lorenzo Elementary													
Reading 61	88.5 ✓						88.5 ✓			2.5		0.25	
Mathematics 55	50.0 *						50.0 *			2.2		0.15	0.2 ✓
Attendance 92	94.5 ✓	93.8 ✓		94.9 ✓			94.5 ✓		95.3 ✓				
Snell Middle													
Reading 61	48.5 *			50.0 *			48.5 *	5.0 *	18.5 *	2.5	0.7 *	0.25	-1.0 *
Mathematics 55	29.9 *			29.5 *			29.9 *	10.0 *	3.7 *	2.2	-0.6 *	0.15	-1.0 *
Attendance 92	93.4 ✓	95.7 ✓		93.1 ✓			93.4 ✓	93.1 ✓	92.1 ✓				

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for our students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-8 and 10-11, and in science in grades 4, 7, and 11.

	Reading	Mathematics	Science
Cobre Consolidated Schools			

Grade	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
3	State Current	6	45	24	24	4	45	34	16				
3	State Prior	6	49	24	21	4	47	36	13				
3	LEA Current	3	30	31	36	<2	27	46	27				
3	LEA Prior	2	44	34	20	<2	35	43	21				
4	State Current	8	36	41	15	10	33	35	23	6	43	31	21
4	State Prior	10	36	41	13	9	36	35	19	7	46	28	19
4	LEA Current	4	29	52	14	5	23	42	29	4	36	35	25
4	LEA Prior	3	34	51	11	<2	28	40	31	5	44	29	23
5	State Current	10	44	35	12	11	33	34	22				
5	State Prior	9	42	36	12	10	33	37	20				
5	LEA Current	5	31	49	15	5	23	38	33				
5	LEA Prior	10	43	32	14	9	26	40	24				
6	State Current	9	34	40	17	5	32	38	24				
6	State Prior	8	39	40	13	6	34	38	23				
6	LEA Current	13	41	36	11	5	34	41	20				
6	LEA Prior	6	49	34	10	5	32	44	19				
7	State Current	5	46	34	14	5	35	37	23	10	32	34	24
7	State Prior	5	45	36	14	6	36	38	21	10	32	35	23
7	LEA Current	<2	40	46	14	<2	26	45	29	7	38	34	22
7	LEA Prior	2	47	40	10	<2	33	44	21	12	36	37	16
8	State Current	7	51	29	13	5	35	43	17				
8	State Prior	5	55	28	12	5	38	44	14				
8	LEA Current	5	44	38	13	<2	30	46	23				
8	LEA Prior	<2	67	24	8	<2	36	55	9				
10	State Current	5	33	41	21	5	26	52	17				
10	State Prior	8	33	40	19	4	26	53	17				
10	LEA Current	<2	26	62	13	3	23	56	18				
10	LEA Prior	7	43	35	15	2	44	41	13				
11	State Current	9	43	36	13	9	34	46	11	4	37	41	18
11	State Prior	12	44	33	11	7	35	47	11	3	37	41	20
11	LEA Current	7	48	33	13	3	49	34	14	<2	34	44	22
11	LEA Prior	8	52	28	12	2	31	58	8	<2	24	64	12

Achievement - Proficiency Summaries by Subgroup														
Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	LEA	Reading				Mathematics				Science				
		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)				
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	
All Students	LEA	5	36	43	17	3	29	44	24	4	36	37	23	
Female	LEA	6	36	45	13	3	29	45	23	2	34	42	21	
Male	LEA	3	36	41	20	3	29	42	26	5	37	32	25	
Caucasian	LEA	10	41	34	15	7	32	35	25	16	32	29	23	
African American	LEA													
Hispanic	LEA	4	35	44	17	2	29	44	24	2	36	38	23	
American Indian	LEA													
Economically Disadvantaged	LEA	5	36	43	17	3	29	44	24	4	36	37	23	
Students w Disabilities	LEA	8	8	24	60	3	13	18	67	6	6	23	65	
English Language Learners, Current	LEA	5	12	40	43	3	8	37	52	3	13	23	60	

		Reading				Mathematics				Science			
Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
Q1	LEA	<2	6	44	49	<2	<2	33	66	<2	<2	17	83
Q3	LEA	6	49	42	3	4	40	48	8	5	49	45	<2

Achievement - Proficiency Summaries by School

		Reading				Mathematics				Science			
Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
Bayard Elementary		4	30	40	26	<2	16	47	35	3	39	36	22
Central Elementary		8	32	43	17	5	27	40	27	7	23	40	30
Cobre High		4	37	46	13	3	36	45	16	<2	33	43	23
Hurley Elementary		3	33	48	16	3	42	36	19	<2	42	32	26
San Lorenzo Elementary		15	54	23	8	8	42	42	8				
Snell Middle		3	42	42	13	<2	28	45	26	7	38	34	22

Blanks indicate too few students to report (N<10). Schools without tested grades (i.e. kindergarten only) will not have data.

Source: PED Data Planning and Analysis Bureau

Budgeted Expenditures

Locally-authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes their locally authorized charter schools.

	Amount \$	Percent %
Capital Outlay	\$1,847,064	9.8
Central Services	\$383,256	2.0
Community Services		
Debt Service	\$1,196,934	6.4
Food Services	\$835,470	4.4
General Administration	\$801,042	4.3
Instruction	\$7,572,495	40.2
Instruction Support Services	\$536,827	2.9
Operations & Maintenance	\$2,156,930	11.5
Other Support Services	\$8,720	0.0
School Administration	\$896,089	4.8
Student Support Services	\$1,799,319	9.6
Student Transportation	\$789,164	4.2

Source: The PED School Budget and Financial Analysis Bureau

School Board Training

School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.

Board Member	Number of Points
Frances O. Kelly	4
Frank Cordova	44
Frank Gomez	27
Ralph "Toy" Sepulveda	26
Robert Montoya	7

Source: NM School Board Association

Graduation - 5 Year Cohort of 2012

These figures represent students who were expected to graduate on time by August 1, 2012 and either graduated on time, or required one additional year. The 4-year rates for the cohort of 2013 are displayed under School Growth Targets (SGT) earlier in this report. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	74.0	79.7	71.7	71.6	87.6	70.7	69.6	63.0	70.8
LEA Current	91.1	85.7		91.7			91.0	90.3	91.1
Cobre High	91.1	85.7		91.7			91.0	90.3	91.1

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Graduation - 6 Year Cohort of 2011

These figures represent students who were expected to graduate on time by August 1, 2011 and either graduated on time, or required up to two additional years. The cohort includes all students who were ever enrolled during the four years, including part-time students.

	All Students	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Cobre Consolidated Schools									

	Students %	Caucasian %	Amer %	Hispanic %	Asian %	Indian %	ED %	SWD %	ELL %
State Current	73.5	80.2	69.4	71.1	83.6	68.3	68.8	63.6	69.7
LEA Current	87.5			88.6			88.0	81.9	91.1
Cobre High	87.5			88.6			88.0	81.9	91.1

Blanks indicate too few students to report (N<10) Source: PED Data Planning and Analysis Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2012 (College Going) and 2010 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

Eligible Students earning a regular high school diploma.

Enrolled Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.

Credits Earned Students who enrolled and earned one year of college credit within two years of enrollment.

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
LEA Current	Eligible	80			74			80		
LEA Current	Enrolled, In-State	43			41			43		
LEA Current	Enrolled, Out-of-State	41			39			41		
LEA Current	Credits Earned	28			25			28		
Cobre High	Eligible	80			74			80		
Cobre High	Enrolled, In-State	43			41			43		
Cobre High	Enrolled, Out-of-State	41			39			41		
Cobre High	Credits Earned	28			25			28		

Blanks indicate too few students to report (N<10) Source: National Student Clearinghouse

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	.0
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	.5	.0
	Low Poverty Schools	NA	NA

NA= Not applicable; LEA did not have schools that qualified as high or low poverty

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Bayard Elementary	20	60	40	0
Central Elementary	27	55.6	44.4	0
Cobre High	29	24.1	75.9	0
Hurley Elementary	14	50	50	0
San Lorenzo Elementary	10	40	60	0
Snell Middle	17	47.1	52.9	0

* Does not include Below Bachelors

Blank=no data available, or not applicable

Source: LEA 120th day submission to PED

Parent Survey on the Quality of Education

- 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 maintain 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 employ various instructional methods and strategies to meet my child's needs.
- Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	504	93	93	93	91	87	88	64	94	92	95

- 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 maintain 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 employ various instructional methods and strategies to meet my child's needs.
- Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Bayard Elementary	139	90	82	92	91	85	84	59	96	92	92
Central Elementary	249	100	100	97	93	94	93	66	95	90	96
Cobre High	9	100	78	89	89	88	89	89	89	89	100
Hurley Elementary	0										
San Lorenzo Elementary	52	86	96	94	98	90	96	52	100	98	98
Snell Middle	63	86	85	82	83	72	74	76	84	95	91

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments which annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation

	Reading %	Math %	Science %
4th Grade ELL	98	98	94
4th Grade SWD*	93	92	86
8th Grade ELL	93	98	93
8th Grade SWD*	91	89	87

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

4th Grade	Reading (2013)				Math (2013)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	18	31	48	4	27	43	26	#	24	39	37
Nation	8	26	33	33	8	34	41	18	1	32	39	29

8th Grade	Reading (2011)				Math (2011)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	21	45	33	4	18	40	37	1	22	35	43
Nation	4	31	42	23	8	26	39	27	2	29	34	36

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

Rounds to zero

Blanks indicate too few students to report