



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

COBRE CONS.

NO CHILD LEFT BEHIND SUMMARY

COBRE CONS.

AYP Rating: AYP Not Met

Improvement Status: SI-1

	Total Number	Percent
Schools rated in district	6	100
Schools in School Improvement	1	17
Schools in Corrective Action	2	33
Schools in Restructuring	0	0

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act 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 Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

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 the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2006-2007 STUDENT DEMOGRAPHICS*

	COBRE CONS.		STATE WIDE	
	Number	Percent	Number	Percent
Female	686	47.5	159155	48.8
Male	758	52.5	167000	51.2
Caucasian	174	12.0	99600	30.5
African-American	11	0.8	8523	2.6
Hispanic	1238	85.7	178091	54.6
Asian/Pacific Islander	1	0.1	4246	1.3
American Indian	20	1.4	35679	10.9
English Language Learners	441	30.5	60832	18.7
Students with Disabilities	289	20.0	48634	14.9
Free/Reduced Lunch Program	1440	99.7	193840	59.4
Migrant	0	0.0	796	0.2

*Source: STARS 120th day submission to Public Education Department.

NO CHILD LEFT BEHIND**2007-08 STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
BAYARD ELEMENTARY	AYP Not Met	SI-2	CENTRAL ELEMENTARY	Meets AYP	Progressing
COBRE HIGH	AYP Not Met	CA	HURLEY ELEMENTARY	Meets AYP	Progressing
SAN LORENZO ELEM	Meets AYP	Progressing	SNELL MIDDLE	AYP Not Met	CA

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
All Students in Grades 3, 4 & 5	Reading Proficiency	49	63.2	80.0	***	61.5	***	***	63.2	50.0	30.2	
All students in Grades 6, 7 & 8	Reading Proficiency	42	36.7	48.2	***	35.7	***	***	36.7	30.9	9.1	
All Students in Grades 9 & 11	Reading Proficiency	45	33.8	76.5	***	29.9	***	***	33.8	25.5	2.3	
BAYARD ELEMENTARY	Reading Proficiency	49	54.6	***	***	54.1	***	***	54.6	37.5	15.8	
CENTRAL ELEMENTARY	Reading Proficiency	49	58.5	60.0	***	60.0	***	***	58.5	48.4	35.0	
COBRE HIGH	Reading Proficiency	45	34.0	76.5	***	30.1	***	***	34.0	25.7	2.4	
HURLEY ELEMENTARY	Reading Proficiency	49	58.7	***	***	54.6	***	***	58.7	40.6	40.0	
SAN LORENZO ELEM	Reading Proficiency	49	52.5	66.7	***	41.7	***	***	52.5	37.5	9.1	
SNELL MIDDLE	Reading Proficiency	42	37.6	52.6	***	36.2	***	***	37.6	34.4	14.3	
All Students in Grades 3, 4 & 5	Math Proficiency	33	43.4	76.7	***	39.3	***	***	43.4	26.2	27.9	
All students in Grades 6, 7 & 8	Math Proficiency	20	12.5	22.2	***	11.7	***	***	12.5	6.3	3.0	
All Students in Grades 9 & 11	Math Proficiency	27	20.1	64.7	***	15.8	***	***	20.1	12.8	<1.0	
BAYARD ELEMENTARY	Math Proficiency	33	28.6	***	***	27.0	***	***	28.6	5.4	5.3	
CENTRAL ELEMENTARY	Math Proficiency	33	36.3	60.0	***	35.8	***	***	36.3	31.3	30.0	
COBRE HIGH	Math Proficiency	27	20.2	64.7	***	15.9	***	***	20.2	12.8	<1.0	
HURLEY ELEMENTARY	Math Proficiency	33	48.0	***	***	40.9	***	***	48.0	18.8	40.0	
SAN LORENZO ELEM	Math Proficiency	33	55.0	60.0	***	50.0	***	***	55.0	43.8	36.4	
SNELL MIDDLE	Math Proficiency	20	7.9	15.8	***	7.2	***	***	7.9	5.8	2.0	
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.5	94.2	***	94.5	***	***	94.5	94.4	95.3	
All students in Grades 6, 7 & 8	Attendance Rate	92	92.2	90.8	***	92.5	***	***	92.2	92.4	90.4	
BAYARD ELEMENTARY	Attendance Rate	92	93.2	***	***	93.2	***	***	93.2	93.3	93.2	
CENTRAL ELEMENTARY	Attendance Rate	92	94.7	94.3	***	94.6	***	***	94.7	94.5	95.1	
HURLEY ELEMENTARY	Attendance Rate	92	94.4	***	***	94.8	***	***	94.4	94.4	93.5	
SAN LORENZO ELEM	Attendance Rate	92	95.1	94.4	***	95.8	***	***	95.1	96.4	95.1	
SNELL MIDDLE	Attendance Rate	92	91.3	90.0	***	91.5	***	***	91.3	91.7	89.4	
All Students in Grade 12	Graduation Rate	90	94.3	100.0	***	94.5	***	***	94.2	100.0	100.0	
COBRE HIGH	Graduation Rate	90	94.9	100.0	***	95.0	***	***	94.7	100.0	100.0	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	60	7	60	27	7	0	100	60	2	35	58	5	0
	Male	100	45	4	56	29	11	0	100	45	2	47	47	4	0
Ethnicity	Caucasian	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	95	5	59	28	7	0	100	95	2	37	57	4	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD ²	100	14	0	29	50	21	0	100	14	0	14	71	14	0
	ELL ³	100	44	5	52	34	9	0	100	44	2	30	66	2	0
	FRLP	100	105	6	58	28	9	0	100	105	2	40	53	5	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	105	6	58	28	9	0	100	105	2	40	53	5	0
	2005-06	100	113	6	65	21	7	0	100	113	4	43	47	5	0
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	48	19	46	35	0	0	100	48	13	48	38	2	0
	Male	100	65	15	46	32	6	0	100	65	15	38	42	5	0
Ethnicity	Caucasian	100	21	29	52	14	5	0	100	21	19	52	29	0	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	100	85	14	45	38	4	0	100	85	13	41	41	5	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Status	SWD ²	100	16	6	31	44	19	0	100	16	6	31	50	13	0
	ELL ³	100	28	4	39	43	14	0	100	28	7	36	46	11	0
	FRLP	100	112	17	46	33	4	0	100	112	14	43	39	4	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	113	17	46	34	4	0	100	113	14	42	40	4	0
	2005-06	100	106	7	57	31	6	0	99	106	8	35	50	6	1
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

¹ includes Alaskan Natives ² SWD - Students with Disabilities ³ ELL - English Language Learners

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	57	9	63	28	0	0	100	57	2	21	67	11	0
	Male	98	49	12	47	29	10	2	100	49	4	31	45	20	0
Ethnicity	Caucasian	100	10	30	70	0	0	0	100	10	10	60	30	0	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	99	94	9	54	31	5	1	100	94	2	21	60	17	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	20	5	25	45	25	0	100	20	0	30	25	45	0
	ELL ³	98	61	2	48	41	8	2	100	61	2	13	62	23	0
	FRLP	99	105	10	56	29	4	1	100	105	3	26	57	14	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	106	10	56	28	5	1	100	106	3	25	57	15	0
	2005-06	99	107	14	53	26	6	1	99	107	6	30	51	12	1
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	42	2	43	50	5	0	100	42	2	19	64	14	0
	Male	100	55	4	27	60	9	0	100	55	0	25	62	13	0
Ethnicity	Caucasian	100	11	0	45	36	18	0	100	11	0	45	45	9	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	85	4	33	58	6	0	100	85	1	20	65	14	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	21	0	10	67	24	0	100	21	0	14	57	29	0
	ELL ³	100	55	0	24	67	9	0	100	55	0	9	71	20	0
	FRLP	100	97	3	34	56	7	0	100	97	1	23	63	13	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	97	3	34	56	7	0	100	97	1	23	63	13	0
	2005-06	99	103	4	28	51	16	1	99	103	0	7	56	36	1
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	57	5	39	53	4	0	100	57	0	16	54	30	0
	Male	98	51	0	27	51	20	2	98	51	0	2	61	35	2
Ethnicity	Caucasian	100	12	8	58	25	8	0	100	12	0	25	67	8	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	99	94	2	30	55	12	1	99	94	0	7	56	35	1
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	19	0	0	63	37	0	100	19	0	0	26	74	0
	ELL ³	99	84	1	27	57	13	1	99	84	0	5	60	35	1
	FRLP	99	108	3	33	52	11	1	99	108	0	9	57	32	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	108	3	33	52	11	1	99	108	0	9	57	32	1
	2005-06	98	110	2	36	47	13	2	99	110	1	11	52	35	1
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	39	3	46	44	8	0	100	39	0	13	67	21	0
	Male	94	64	2	33	48	11	6	94	64	3	5	67	19	6
Ethnicity	Caucasian	82	11	0	45	36	0	18	82	11	9	0	45	27	18
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	98	90	2	38	48	10	2	98	90	1	9	70	18	2
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	89	35	6	14	43	26	11	89	35	3	0	43	43	11
	ELL ³	98	80	3	36	48	11	3	98	80	1	5	73	19	3
	FRLP	96	103	2	38	47	10	4	96	103	2	8	67	19	4
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	96	103	2	38	47	10	4	96	103	2	8	67	19	4
	2005-06	100	111	4	50	41	5	0	100	111	1	14	62	23	0
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

9TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	60	0	42	37	22	0	100	60	2	25	62	12	0
	Male	96	45	0	31	40	24	4	100	45	2	24	62	11	0
Ethnicity	Caucasian	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	99	95	0	33	41	25	1	100	95	1	21	65	13	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	91	23	0	4	26	61	9	100	23	0	0	74	26	0
	ELL ³	99	78	0	29	46	23	1	100	78	0	18	71	12	0
	FRLP	98	105	0	37	38	23	2	100	105	2	25	62	11	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	105	0	37	38	23	2	100	105	2	25	62	11	0
	2005-06	99	110	1	41	32	25	1	99	110	5	12	54	29	1
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	96	56	0	38	48	11	4	91	56	2	18	45	27	9
	Male	100	64	0	27	36	38	0	92	64	2	6	42	42	8
Ethnicity	Caucasian	100	10	0	60	10	30	0	90	10	10	40	20	20	10
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	98	108	0	30	44	25	2	92	108	1	9	46	35	8
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	95	22	0	0	41	55	5	82	22	0	0	9	73	18
	ELL ³	97	76	0	22	49	26	3	92	76	0	7	46	39	8
	FRLP	98	120	0	32	42	25	2	92	120	2	12	43	35	8
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	120	0	32	42	25	2	92	120	2	12	43	35	8
	2005-06	99	104	4	44	29	22	1	96	104	1	15	42	38	4
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Abalos, Richard	27
Cordova, Frank	28
Rivera, Corina	10
Sepulveda, Ralph	31
Smith, Vicki	36

Source: 2006-07 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	7,100,978	56
Instructional Support Services	5,515,841	44
Students	1,749,339	32
Instruction	267,933	5
General Administration	696,317	13
School Administration	783,885	14
Central Services	332,979	6
Operations & Maintenance	1,654,265	30
Student Transportation	31,123	1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	12,616,819	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 4.10%

Emergency or provisional
Credentials.

Core Classes not taught by
Highly Qualified Teachers.

Percent of Teachers High Poverty Schools

0.72%

7.8%

Percent of Teachers Low Poverty Schools

0.15%

11.0%

	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	122	39.3	60.7	9.6
BAYARD ELEMENTARY	20	35.0	65.0	5.9
CENTRAL ELEMENTARY	22	31.8	68.2	3.8
COBRE HIGH	35	40.0	60.0	16.5
HURLEY ELEMENTARY	15	46.7	53.3	0.0
SAN LORENZO ELEM	11	45.5	54.5	15.0
SNELL MIDDLE	19	42.1	57.9	0.0

* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

*** = missing or not available

Parent Survey on the Quality of Education Spring 2007

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- Q1. My child is safe at school.
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- 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 %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion							
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1
DISTRICT WIDE TOTALS	1	16	36	7	2	1	0	25.8	58.1	11.3	3.2	1.6	0.0
DISTRICT WIDE TOTALS	2	7	31	10	12	0	2	11.3	50.0	16.1	19.4	0.0	3.2
DISTRICT WIDE TOTALS	3	19	28	11	1	1	2	30.6	45.2	17.7	1.6	1.6	3.2
DISTRICT WIDE TOTALS	4	17	31	7	3	3	1	27.4	50.0	11.3	4.8	4.8	1.6
DISTRICT WIDE TOTALS	5	10	30	7	4	10	1	16.1	48.4	11.3	6.5	16.1	1.6
DISTRICT WIDE TOTALS	6	13	30	9	2	6	2	21.0	48.4	14.5	3.2	9.7	3.2
DISTRICT WIDE TOTALS	7	16	38	5	1	1	1	25.8	61.3	8.1	1.6	1.6	1.6
DISTRICT WIDE TOTALS	8	19	30	11	0	0	2	30.6	48.4	17.7	0.0	0.0	3.2
DISTRICT WIDE TOTALS	9	11	37	5	3	3	3	17.7	59.7	8.1	4.8	4.8	4.8
DISTRICT WIDE TOTALS	10	16	36	4	3	0	3	25.8	58.1	6.5	4.8	0.0	4.8
BAYARD ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
CENTRAL ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***
COBRE HIGH	1	2	10	6	2	1	0	9.5	47.6	28.6	9.5	4.8	0.0
COBRE HIGH	2	2	7	4	7	0	1	9.5	33.3	19.0	33.3	0.0	4.8
COBRE HIGH	3	2	7	8	1	1	2	9.5	33.3	38.1	4.8	4.8	9.5
COBRE HIGH	4	3	6	6	3	2	1	14.3	28.6	28.6	14.3	9.5	4.8
COBRE HIGH	5	3	4	2	3	9	0	14.3	19.0	9.5	14.3	42.9	0.0

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#=Number %=Percent ***=indicates no data reported

Q# =Question Number SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
COBRE HIGH	6	3	3	7	1	6	1	14.3	14.3	33.3	4.8	28.6	4.8
COBRE HIGH	7	3	14	2	1	1	0	14.3	66.7	9.5	4.8	4.8	0.0
COBRE HIGH	8	2	8	10	0	0	1	9.5	38.1	47.6	0.0	0.0	4.8
COBRE HIGH	9	2	9	3	3	2	2	9.5	42.9	14.3	14.3	9.5	9.5
COBRE HIGH	10	4	7	4	3	0	3	19.0	33.3	19.0	14.3	0.0	14.3
HURLEY ELEMENTARY	1	14	25	1	0	0	0	35.0	62.5	2.5	0.0	0.0	0.0
HURLEY ELEMENTARY	2	5	24	6	4	0	1	12.5	60.0	15.0	10.0	0.0	2.5
HURLEY ELEMENTARY	3	17	20	3	0	0	0	42.5	50.0	7.5	0.0	0.0	0.0
HURLEY ELEMENTARY	4	14	24	1	0	1	0	35.0	60.0	2.5	0.0	2.5	0.0
HURLEY ELEMENTARY	5	7	26	4	1	1	1	17.5	65.0	10.0	2.5	2.5	2.5
HURLEY ELEMENTARY	6	9	27	2	1	0	1	22.5	67.5	5.0	2.5	0.0	2.5
HURLEY ELEMENTARY	7	13	23	3	0	0	1	32.5	57.5	7.5	0.0	0.0	2.5
HURLEY ELEMENTARY	8	17	21	1	0	0	1	42.5	52.5	2.5	0.0	0.0	2.5
HURLEY ELEMENTARY	9	9	27	2	0	1	1	22.5	67.5	5.0	0.0	2.5	2.5
HURLEY ELEMENTARY	10	11	29	0	0	0	0	27.5	72.5	0.0	0.0	0.0	0.0
SAN LORENZO ELEM	***	***	***	***	***	***	***	***	***	***	***	***	***
SNELL MIDDLE	1	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SNELL MIDDLE	2	0	0	0	1	0	0	0.0	0.0	0.0	100.0	0.0	0.0
SNELL MIDDLE	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SNELL MIDDLE	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SNELL MIDDLE	5	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
SNELL MIDDLE	6	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
SNELL MIDDLE	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SNELL MIDDLE	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SNELL MIDDLE	9	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SNELL MIDDLE	10	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD- Students with Disabilities.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequate Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%).