

**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	16	100.0
Schools in Priority Status	1	6.3
Schools in Focus Status	1	6.3
Schools in Strategic Status	1	6.3
Schools in Reward Status	3	18.8

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	6,296	100	337,054	100
Female	3,087	49	164,148	49
Male	3,209	51	172,906	51
Caucasian	441	7	84,518	25
African-American	15	0	7,530	2
Hispanic	175	3	204,866	61
Asian	24	0	4,489	1
Pacific Islander	7	0	509	0
American Indian	5,634	90	35,142	10
Multiple Races	0	0	2	0
ED	5,398	86	231,830	69
SWD	923	15	48,479	14
ELL	1,358	22	51,895	15
Migrant	0	0	458	0
Recently Arrived	1	0	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
Career Preparatory Alternative	D **	Central High	B ^
Eva B Stokely Elementary	C	Grace B Wilson Elementary	B
Kirtland Elementary	D	Kirtland Middle	B
Mesa Elementary	F *	Naschitti Elementary	D ***
Newcomb Elementary	A ^	Newcomb High	C ^
Newcomb Middle	D	Nizhoni Elementary	D
Ojo Amarillo Elementary	B	Ruth N Bond Elementary	C
Shiprock High	C	Tse Bit Ai Middle	D

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		
Career Preparatory Alternative													
Reading 61	5.3 *					5.3 *	5.6 *			2.5	0.25	-3.6 *	
Mathematics 55	5.6 *					5.6 *	5.9 *			2.2	0.15	-2.8 *	
Attendance 92	82.4 *					82.2 *	83.2 *	84.7 *	82.3 *				
Graduation 73.7	27.6 *					27.6 *	27.7 *		35.7 *				
Central High													
Reading 61	44.2 *	72.2 ✓				38.7 *	43.9 *	14.0 *	1.8 *	2.5	-2.0 *	0.25	-2.0 *
Mathematics 55	36.1 *	61.1 ✓				31.0 *	36.2 *	11.6 *	3.6 *	2.2	-2.2 *	0.15	-2.0 *
Attendance 92	93.8 ✓	93.7 ✓		92.8 ✓		93.9 ✓	93.9 ✓	93.2 ✓	92.1 ✓				
Graduation 73.7	74.6 ✓	67.2 *		83.2 ✓		75.1 ✓	75.2 ✓	76.2 ✓	74.1 ✓				
Eva B Stokely Elementary													
Reading 61	42.9 *					42.6 *	41.9 *	40.5 *	24.1 *	2.5	1.2 *	0.25	-0.7 *
Mathematics 55	41.6 *					41.3 *	42.1 *	29.7 *	39.6 *	2.2	1.9 *	0.15	-0.1 *
Attendance 92	93.5 ✓					93.5 ✓	93.7 ✓	91.3 *	93.7 ✓				
Grace B Wilson Elementary													
Reading 61	49.4 *	70.2 ✓		37.0 *		43.7 *	49.8 *	15.0 *	17.6 *	2.5	1.4 *	0.25	0.3 ✓
Mathematics 55	53.9 *	71.9 ✓		51.9 *		48.1 *	54.6 *	20.0 *	14.7 *	2.2	1.1 *	0.15	0.1 *
Attendance 92	95.6 ✓	95.2 ✓		95.8 ✓		95.8 ✓	95.9 ✓	95.8 ✓	96.2 ✓				
Kirtland Elementary													
Reading 61	49.5 *	60.0 *		52.4 *		47.2 *	50.3 *	29.3 *	26.7 *	2.5	0.2 *	0.25	-0.1 *
Mathematics 55	41.4 *	60.0 ✓		33.3 *		38.8 *	42.4 *	25.0 *	26.7 *	2.2	0.1 *	0.15	-1.1 *
Attendance 92	95.6 ✓	95.4 ✓		95.2 ✓		95.7 ✓	95.8 ✓	95.4 ✓	95.9 ✓				
Kirtland Middle													
Reading 61	67.5 ✓	78.7 ✓		83.3 ✓		64.8 ✓	66.7 ✓	32.9 *	40.6 *	2.5	2.6 ✓	0.25	0.8 ✓
Mathematics 55	55.9 ✓	70.2 ✓		72.4 ✓		53.2 *	56.4 ✓	29.3 *	31.0 *	2.2	1.4 *	0.15	-0.1 *
Attendance 92	93.2 ✓	94.4 ✓		92.7 ✓		93.2 ✓	93.4 ✓	92.5 ✓	92.2 ✓				
LEA Current													
Reading 61	50.3 *	68.1 ✓		58.9 *		48.6 *	50.5 *	28.0 *	27.1 *	2.5	1.1 *	0.25	-0.2 *
Mathematics 55	40.1 *	65.9 ✓		51.9 *		37.7 *	40.5 *	24.2 *	22.1 *	2.2	0.3 *	0.15	-0.8 *
Attendance 92	93.4 ✓	94.3 ✓	90.0 *	94.6 ✓	96.2 ✓	93.2 ✓	93.8 ✓	92.9 ✓	92.5 ✓				
Graduation 73.7	65.0 *	68.2 *		84.0 ✓		63.9 *	65.6 *	58.2 *	64.8 *				
Mesa Elementary													

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			
Reading 61	25.6 *					25.6 *	26.5 *		4.9 *	2.5	1.0 *	0.25	-1.6 *	
Mathematics 55	28.8 *					28.8 *	28.7 *		14.6 *	2.2	-0.4 *	0.15	-1.1 *	
Attendance 92	95.0 ✓					95.0 ✓	95.1 ✓	93.3 ✓	94.6 ✓					
Naschitti Elementary														
Reading 61	36.7 *					36.7 *	37.0 *			2.5		0.25	-0.2 *	
Mathematics 55	36.7 *					36.7 *	40.7 *			2.2		0.15	-1.7 *	
Attendance 92	93.4 ✓					93.4 ✓	95.0 ✓		94.9 ✓					
Newcomb Elementary														
Reading 61	75.5 ✓					75.0 ✓	75.4 ✓	61.9 ✓	60.5 *	2.5	4.3 ✓	0.25	1.2 ✓	
Mathematics 55	66.2 ✓					65.2 ✓	66.7 ✓	42.9 *	42.1 *	2.2	2.5 ✓	0.15	0.5 ✓	
Attendance 92	93.6 ✓					93.4 ✓	94.0 ✓	94.4 ✓	94.5 ✓					
Newcomb High														
Reading 61	40.7 *					40.7 *	41.6 *			2.5	-0.9 *	0.25	-0.5 *	
Mathematics 55	37.4 *					37.4 *	38.2 *			2.2	0.5 *	0.15	0.6 ✓	
Attendance 92	92.0 ✓					92.0 *	91.9 *	91.8 *	90.9 *					
Graduation 73.7	61.7 *					60.7 *	62.7 *	51.8 *	58.8 *					
Newcomb Middle														
Reading 61	66.9 ✓					67.1 ✓	66.4 ✓	33.3 *	48.5 *	2.5	3.3 ✓	0.25	0.8 ✓	
Mathematics 55	33.8 *					34.2 *	33.6 *	20.8 *	15.2 *	2.2	-1.4 *	0.15	-2.5 *	
Attendance 92	94.1 ✓					94.2 ✓	94.2 ✓	95.8 ✓	89.6 *					
Nizhoni Elementary														
Reading 61	40.3 *					40.5 *	42.5 *		16.7 *	2.5	3.1 ✓	0.25	0.2 *	
Mathematics 55	26.0 *					26.1 *	26.7 *		14.6 *	2.2	0.8 *	0.15	-0.9 *	
Attendance 92	92.4 ✓					92.3 ✓	95.2 ✓	94.6 ✓	95.5 ✓					
Ojo Amarillo Elementary														
Reading 61	55.8 *					55.9 *	56.7 *	20.9 *	41.4 *	2.5	3.1 ✓	0.25	1.1 ✓	
Mathematics 55	51.1 *					51.5 *	52.5 *	25.6 *	40.0 *	2.2	2.3 ✓	0.15	1.0 ✓	
Attendance 92	95.7 ✓					95.7 ✓	96.1 ✓	95.9 ✓	96.1 ✓					
Ruth N Bond Elementary														
Reading 61	50.6 *	54.8 *				45.8 *	53.2 *			2.5	0.8 *	0.25	-0.7 *	
Mathematics 55	60.7 ✓	67.7 ✓				57.4 ✓	61.5 ✓			2.2	0.8 *	0.15	-0.8 *	
Attendance 92	95.5 ✓	95.4 ✓		96.3 ✓		95.5 ✓	96.0 ✓	95.3 ✓	95.4 ✓					
Shiprock High														
Reading 61	31.0 *					31.0 *	31.1 *	29.2 *	10.3 *	2.5	-3.2 *	0.25	-3.2 *	
Mathematics 55	26.0 *					25.5 *	26.3 *	21.7 *	5.4 *	2.2	-1.7 *	0.15	-2.5 *	
Attendance 92	92.7 ✓					92.7 ✓	92.8 ✓	92.2 ✓	89.7 *					
Graduation 73.7	64.5 *					64.3 *	65.2 *	37.4 *	65.2 *					
Tse Bit Ai Middle														
Reading 61	54.7 *					54.7 *	55.3 *	31.0 *	31.3 *	2.5	2.6 ✓	0.25	0.8 ✓	
Mathematics 55	25.4 *					25.4 *	25.6 *	26.3 *	9.9 *	2.2	0.7 *	0.15	-0.7 *	
Attendance 92	92.9 ✓					92.9 ✓	93.0 ✓	92.0 ✓	91.4 *					

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			
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	36	32	29	3	39	45	12				
3	LEA Prior	4	40	33	24	<2	36	46	17				

		Reading				Mathematics				Science			
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
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	5	30	50	15	7	28	42	23	2	29	36	33
4	LEA Prior	7	28	49	16	8	33	41	18	2	30	40	28
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	10	37	38	16	10	34	32	24				
5	LEA Prior	8	34	42	15	8	31	39	22				
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	15	32	36	16	5	30	39	26				
6	LEA Prior	13	35	40	11	7	34	39	20				
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	7	39	38	15	6	36	37	21	7	27	36	30
7	LEA Prior	4	33	43	19	6	34	39	21	5	23	34	38
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	47	33	15	3	34	44	18				
8	LEA Prior	3	48	33	15	3	33	50	14				
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	3	25	43	29	<2	22	58	19				
10	LEA Prior	8	32	45	15	3	27	58	12				
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	8	40	38	14	6	36	49	9	2	26	53	19
11	LEA Prior	8	39	41	12	4	33	54	9	<2	28	46	26

Achievement - Proficiency Summaries by Subgroup													
		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
All Students	LEA	7	36	38	19	5	32	43	19	4	27	40	28
Female	LEA	8	40	37	15	5	34	45	17	4	27	40	30
Male	LEA	6	32	40	23	5	31	42	22	4	28	41	27
Caucasian	LEA	16	50	25	8	13	52	25	10	14	53	21	12
African American	LEA												
Hispanic	LEA	7	44	37	11	7	42	36	16	9	38	36	17
Asian	LEA	24	47	24	6	24	41	35	<2				
American Indian	LEA	6	34	40	20	4	31	45	20	3	25	42	30
Economically Disadvantaged	LEA	7	36	38	19	5	33	43	19	4	28	40	28
Students w Disabilities	LEA	14	8	24	53	8	13	33	46	8	16	25	51
English Language Learners, Current	LEA	3	13	44	40	2	16	46	36	2	11	32	55
Q1	LEA	<2	6	39	55	<2	5	45	50	<2	<2	14	86
Q3	LEA	10	47	38	5	7	43	42	7	6	38	50	7

Achievement - Proficiency Summaries by School

Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	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
Career Preparatory Alternative	<2	5	34	61	<2	6	58	36	<2	4	17	78
Central High	6	38	38	18	3	33	49	15	2	32	52	14
Eva B Stokely Elementary	7	34	40	19	7	33	45	15	<2	38	36	25
Grace B Wilson Elementary	11	35	41	13	14	37	30	19	4	36	31	29
Kirtland Elementary	12	36	34	18	8	32	43	17	4	39	34	23
Kirtland Middle	7	48	34	12	5	46	36	13	12	31	34	23
Mesa Elementary	2	22	46	30	2	26	37	34	<2	13	31	56
Naschitti Elementary	3	30	43	23	<2	33	40	27	<2	25	50	25
Newcomb Elementary	12	42	29	17	10	47	35	9	6	35	33	25
Newcomb High	7	34	41	19	2	35	52	11	2	13	67	19
Newcomb Middle	12	38	38	13	4	29	46	21	2	27	33	38
Nizhoni Elementary	3	32	41	25	3	22	47	29	<2	11	43	47
Ojo Amarillo Elementary	7	35	41	17	3	35	42	19	<2	25	42	33
Ruth N Bond Elementary	4	47	29	20	2	58	32	7				
Shiprock High	4	27	46	23	5	21	63	11	3	25	52	20
Tse Bit Ai Middle	6	34	38	21	4	21	44	31	2	21	40	37

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	\$4,729,318	5.6
Central Services	\$1,928,967	2.3
Community Services	\$567,602	0.7
Debt Service	\$6,230,439	7.4
Food Services	\$3,109,707	3.7
General Administration	\$1,623,651	1.9
Instruction	\$38,822,430	46.1
Instruction Support Services	\$2,316,898	2.8
Operations & Maintenance	\$11,405,524	13.6
Other Support Services	\$113,247	0.1
School Administration	\$3,356,310	4.0
Student Support Services	\$6,118,212	7.3
Student Transportation	\$3,801,059	4.5

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
Christina Aspaas	34
Hoskie Benally	11
Lupita White	33
Matthew Tso	37
Randy Manning	47

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	77.4	82.5		69.8		77.1	77.7	71.4	78.4
Career Preparatory Alternative	47.6					47.3	47.7	57.7	55.2
Central High	84.7	82.2		69.2		85.8	84.9	68.0	85.3
Newcomb High	80.1					80.0	81.8	94.6	81.4
Shiprock High	73.7					73.7	73.8	62.8	75.0

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 %
State Current	73.5	80.2	69.4	71.1	83.6	68.3	68.8	63.6	69.7
LEA Current	72.6	90.2		67.5		71.3	72.9	63.7	72.0
Career Preparatory Alternative	37.3					36.3	37.1	28.9	34.7
Central High	76.4	91.9		74.8		73.0	76.4	67.5	75.9
Newcomb High	76.0					76.0	76.2	68.1	73.9
Shiprock High	77.2					77.9	78.1	67.5	77.4

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

Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2013, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2013 but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Graduation Technical Guide on the PED website: http://ped.state.nm.us/ped/Graduation_guides.html

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exit with intent to get GED or vocational credential %	Still Enrolled Continuing high school enrollment past 4th year %
State Current	<2.0	20.8	7.3	8.0
LEA Current		26.1	4.0	8.9
Shiprock High		23.8	4.7	9.3
Newcomb High		32.6		
Central High		18.7		6.1
Career Preparatory Alternative		47.8		17.4

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	413	25				377	413	54	85
LEA Current	Enrolled, In-State	244	16				220	244	22	34
LEA Current	Enrolled, Out-of-State	196	15				175	196	17	26
LEA Current	Credits Earned	148					139	148	15	18
Career Preparatory Alternative	Eligible	38					38	38		11
Career Preparatory Alternative	Enrolled, In-State	24					24	24		
Career Preparatory Alternative	Enrolled, Out-of-State	16					16	16		
Central High	Eligible	180	23				147	180	19	19
Central High	Enrolled, In-State	124	14				103	124	10	10
Central High	Enrolled, Out-of-State	109	13				90	109	10	10
Central High	Credits Earned	76					67	76	11	
Newcomb High	Eligible	60					58	60	12	22
Newcomb High	Enrolled, In-State	23					21	23		
Newcomb High	Enrolled, Out-of-State	18					16	18		
Newcomb High	Credits Earned	18					18	18		
Shiprock High	Eligible	135					134	135	17	33
Shiprock High	Enrolled, In-State	73					72	73		12
Shiprock High	Enrolled, Out-of-State	53					53	53		
Shiprock High	Credits Earned	48					48	48		

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

Source: National Student Clearinghouse

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	1.3
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA
	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	
Career Preparatory Alternative	9	77.8	22.2	0
Central High	44	68.2	29.5	0
Eva B Stokely Elementary	32	56.3	43.8	0
Grace B Wilson Elementary	19	63.2	31.6	0
Kirtland Elementary	38	78.9	21.1	0
Kirtland Middle	31	80.6	19.4	0
Kitrland Early Childhood Center	5	40	60	
Mesa Elementary	24	79.2	20.8	0
Naschitti Elementary	7	71.4	28.6	0
Newcomb Elementary	23	60.9	39.1	0
Newcomb High	21	57.1	42.9	0
Newcomb Middle	16	56.3	31.3	7
Nizhoni Elementary	26	73.1	26.9	0
Ojo Amarillo Elementary	28	78.6	21.4	0
Ruth N Bond Elementary	29	79.3	20.7	0
Shiprock High	35	71.4	28.6	0
Tse Bit Ai Middle	30	60	40	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	5,565	92	84	92	88	86	87	83	92	88	95
Career Preparatory Alternative	90	95	99	94	98	99	94	76	95	96	97
Central High	732	85	59	80	69	73	70	77	82	70	94
Eva B Stokely Elementary	408	96	96	97	94	91	95	81	97	94	96
Grace B Wilson Elementary	173	92	78	97	98	92	94	89	94	96	96
Kirtland Elementary	550	95	94	97	94	89	92	85	96	96	95
Kirtland Middle	384	90	92	88	79	86	85	86	91	78	95
Mesa Elementary	224	93	92	95	90	89	91	78	94	92	95
Naschitti Elementary	76	97	83	96	96	76	91	66	92	86	96
Newcomb Elementary	281	95	88	91	91	91	92	78	95	94	96
Newcomb High	194	93	81	83	82	69	79	79	85	83	92
Newcomb Middle	250	90	94	95	92	91	82	82	95	92	94
Nizhoni Elementary	523	96	94	97	96	95	95	92	95	96	97
Ojo Amarillo Elementary	485	94	98	98	96	91	93	91	97	97	94

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- Q2 My child's school building is in good repair and has sufficient space to support quality education.
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- 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.
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- 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
Ruth N Bond Elementary	403	93	72	96	94	94	94	82	96	95	95
Shiprock High	543	90	75	88	77	72	79	85	84	83	93
Tse Bit Ai Middle	309	85	74	85	80	82	77	81	82	79	92

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