



AYP Summary

CENTRAL CONSOLIDATED SCHOOLS		
Improvement Status: R-1		
AYP Rating: AYP Not Met		
	Total Number	%
Schools rated in district	18	100
Schools in Improvement	2	11
Schools in Corrective Action	3	16
Schools in Restructuring	11	61

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Definitions and Abbreviations

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

FRL: 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%)

What is Adequate Yearly Progress (AYP)?

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary & Secondary Education Act (ESEA) of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2009-2010, but that were derived from the achievement of students in the 2008-2009 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 (FRL), Students with Disabilities (SWD), and English Language Learners (ELL).

Student Demographics				
	CENTRAL CONSOLIDATED SCHOOLS		Statewide	
	Number	%	Number	%
Female	3,270	48.3	160,866	47.0
Male	3,496	51.7	169,312	49.5
Caucasian	568	8.4	95,406	27.9
African-American	23	0.3	8,670	2.5
Hispanic	148	2.2	185,147	54.1
Asian/Pacific Islander	10	0.1	4,506	1.3
American Indian	6,017	88.9	36,449	10.7
English Language Learners	1,883	27.8	55,866	16.3
Students with Disabilities	1,060	15.7	45,346	13.3
Free/Reduced Lunch Program	6,754	99.8	203,946	59.6
Migrant	0	0.0	575	0.2

Source: STARS 40th day submission to Public Education Department.

Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
CAREER PREP ALT	Not Met	R-2	CENTRAL HIGH	Not Met	R-2
EVA B. STOKELY ELEM	Not Met	CA	GRACE B. WILSON ELEM	Met	SI-2 delay
KIRLAND PRE-K EARLY	Met	Progressing	KIRTLAND ELEMENTARY	Not Met	CA
KIRTLAND MIDDLE	Not Met	R-2	MESA ELEMENTARY	Not Met	R-2
NASCHITTI ELEMENTARY	Not Met	R-2	NATAANI NEZ ELEM	Met	R-2 delay
NEWCOMB ELEMENTARY	Not Met	SI-1	NEWCOMB HIGH	Not Met	R-2
NEWCOMB MIDDLE	Not Met	R-2	NIZHONI ELEMENTARY	Not Met	R-2
OJO AMARILLO ELEM	Not Met	CA	RUTH N. BOND ELEM	Not Met	Progressing
SHIPROCK HIGH	Not Met	R-1	TSE'BIT'AI MIDDLE	Not Met	R-2

AYP by Subgroup

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 <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	46.3	78.4	<>	48.6	<>	42.4	46.3	32.4	18.8
Districtwide-Grades 6-8	Reading Proficiency	57	52.6	81.4	<>	65.9	<>	49.4	52.6	31.3	18.6
Districtwide-Grade 11	Reading Proficiency	60	41.3	78.3	<>	<>	<>	39.3	41.4	17.7	15.8
CAREER PREP ALT	Reading Proficiency	60	13.6	<>	<>	<>	<>	13.6	13.6	<>	<>
CENTRAL HIGH	Reading Proficiency	60	54.8	78.3	<>	<>	<>	51.8	54.8	27.5	23.7
EVA B. STOKELY ELEM	Reading Proficiency	59	43.5	<>	<>	<>	<>	43.5	43.5	34.2	12.9
GRACE B. WILSON ELEM	Reading Proficiency	59	60.5	75.3	<>	<>	<>	52.9	60.5	30.0	25.6
KIRTLAND ELEMENTARY	Reading Proficiency	59	62.4	84.1	<>	<>	<>	57.4	62.3	40.5	23.7
KIRTLAND MIDDLE	Reading Proficiency	60	60.0	81.9	<>	73.1	<>	54.4	60.1	34.2	16.9
MESA ELEMENTARY	Reading Proficiency	59	36.1	<>	<>	<>	<>	36.1	36.1	23.9	18.4
NASCHITTI ELEMENTARY	Reading Proficiency	59	19.4	<>	<>	<>	<>	19.4	19.4	6.7	<>
NATAANI NEZ ELEM	Reading Proficiency	63	60.5	<>	<>	<>	<>	60.5	60.5	65.8	30.8
NEWCOMB ELEMENTARY	Reading Proficiency	63	39.1	<>	<>	<>	<>	38.7	39.1	28.6	<>
NEWCOMB HIGH	Reading Proficiency	60	31.0	<>	<>	<>	<>	31.0	31.0	16.7	<>
NEWCOMB MIDDLE	Reading Proficiency	57	50.8	<>	<>	<>	<>	50.5	50.8	33.7	0
NIZHONI ELEMENTARY	Reading Proficiency	63	36.7	<>	<>	<>	<>	36.7	36.7	30.3	16.7
OJO AMARILLO ELEM	Reading Proficiency	59	25.4	<>	<>	<>	<>	25.0	25.4	15.2	0
RUTH N. BOND ELEM	Reading Proficiency	63	43.5	73.9	<>	<>	<>	32.8	43.5	23.1	9.1
SHIPROCK HIGH	Reading Proficiency	60	34.3	<>	<>	<>	<>	34.3	34.3	15.3	7.4
TSE'BIT'AI MIDDLE	Reading Proficiency	60	54.3	<>	<>	<>	<>	54.4	54.3	34.8	16.3
Districtwide-Grades 3-5	Math Proficiency	50	42.6	65.9	<>	48.6	<>	39.7	42.5	32.0	17.3
Districtwide-Grades 6-8	Math Proficiency	41	41.6	66.7	<>	56.1	<>	38.6	41.7	23.6	18.1
Districtwide-Grade 11	Math Proficiency	46	26.9	52.2	<>	<>	<>	25.3	27.0	7.4	18.4
CAREER PREP ALT	Math Proficiency	46	9.1	<>	<>	<>	<>	9.1	9.1	<>	<>
CENTRAL HIGH	Math Proficiency	46	39.6	52.2	<>	<>	<>	37.5	39.6	15.0	26.3

AYP by Subgroup

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 <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
EVA B. STOKELY ELEM	Math Proficiency	47	44.4	<>	<>	<>	<>	44.4	44.4	36.0	9.7
GRACE B. WILSON ELEM	Math Proficiency	47	53.9	61.7	<>	<>	<>	49.0	53.9	31.4	28.2
KIRTLAND ELEMENTARY	Math Proficiency	47	62.0	75.0	<>	<>	<>	59.4	61.9	51.8	18.4
KIRTLAND MIDDLE	Math Proficiency	41	50.5	62.5	<>	53.8	<>	47.4	50.6	32.9	18.2
MESA ELEMENTARY	Math Proficiency	47	28.8	<>	<>	<>	<>	28.8	28.8	11.9	13.2
NASCHITTI ELEMENTARY	Math Proficiency	47	11.1	<>	<>	<>	<>	11.1	11.1	0	<>
NATAANI NEZ ELEM	Math Proficiency	50	46.9	<>	<>	<>	<>	46.9	46.9	50.0	15.4
NEWCOMB ELEMENTARY	Math Proficiency	50	49.4	<>	<>	<>	<>	49.0	49.4	41.4	<>
NEWCOMB HIGH	Math Proficiency	46	21.1	<>	<>	<>	<>	21.1	21.1	11.9	<>
NEWCOMB MIDDLE	Math Proficiency	41	26.2	<>	<>	<>	<>	25.8	26.2	14.3	0
NIZHONI ELEMENTARY	Math Proficiency	50	26.6	<>	<>	<>	<>	26.6	26.6	21.2	16.7
OJO AMARILLO ELEM	Math Proficiency	47	19.6	<>	<>	<>	<>	19.2	19.6	10.1	0
RUTH N. BOND ELEM	Math Proficiency	50	41.3	65.2	<>	<>	<>	34.4	41.3	23.1	9.1
SHIPROCK HIGH	Math Proficiency	46	17.7	<>	<>	<>	<>	17.7	17.7	2.4	7.4
TSE'BIT'AI MIDDLE	Math Proficiency	41	37.4	<>	<>	<>	<>	37.2	37.4	22.7	14.0
Districtwide-Grades 3-5	Attendance Rate	92	94.3	94.9	96.7	95.0	99.5	94.2	94.3	93.6	93.0
Districtwide-Grades 6-8	Attendance Rate	92	94.3	94.9	96.7	95.0	<>	94.2	94.3	93.6	93.0
EVA B. STOKELY ELEM	Attendance Rate	92	94.0	<>	<>	<>	<>	94.0	94.0	93.6	94.5
GRACE B. WILSON ELEM	Attendance Rate	92	95.3	95.2	82.5	96.2	<>	95.3	95.3	95.3	94.8
KIRTLAND ELEMENTARY	Attendance Rate	92	95.3	95.2	93.3	93.8	95.8	95.5	95.3	95.3	95.1
KIRTLAND MIDDLE	Attendance Rate	92	94.3	94.9	96.7	94.5	<>	94.1	94.3	93.3	94.3
MESA ELEMENTARY	Attendance Rate	92	93.1	<>	<>	<>	<>	93.1	93.1	91.0	92.1
NASCHITTI ELEMENTARY	Attendance Rate	92	92.1	<>	<>	<>	<>	92.1	92.1	91.2	94.8
NATAANI NEZ ELEM	Attendance Rate	92	94.7	<>	<>	<>	<>	94.6	94.7	94.8	93.3
NEWCOMB ELEMENTARY	Attendance Rate	92	94.4	<>	97.5	<>	<>	94.3	94.4	93.8	93.2
NEWCOMB MIDDLE	Attendance Rate	92	94.3	87.9	<>	<>	<>	94.4	94.3	93.9	93.4
NIZHONI ELEMENTARY	Attendance Rate	92	93.6	<>	<>	<>	<>	93.6	93.6	93.6	93.6
OJO AMARILLO ELEM	Attendance Rate	92	94.1	99.7	<>	<>	<>	94.1	94.1	93.9	93.8
RUTH N. BOND ELEM	Attendance Rate	92	95.6	95.4	<>	94.6	<>	95.8	95.6	95.8	94.9
TSE'BIT'AI MIDDLE	Attendance Rate	92	94.8	<>	<>	95.0	<>	94.8	94.8	94.3	90.8
All Students	Graduation Rate	52	53.1	63.3	<>	64.8	<>	52.1	61.3	56.5	41.0
CAREER PREP ALT	Graduation Rate	52	15.7	<>	<>	<>	<>	15.7	28.5	14.6	9.4
CENTRAL HIGH	Graduation Rate	52	60.8	65.0	<>	64.2	<>	59.8	73.3	63.0	51.5
NEWCOMB HIGH	Graduation Rate	52	58.3	<>	<>	<>	<>	58.2	60.0	58.5	39.7
SHIPROCK HIGH	Graduation Rate	52	51.7	<>	<>	<>	<>	51.8	56.2	56.2	31.5

National Assessment of Educational Progress (NAEP) Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2009 (reading and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0

8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
	White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

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

*** Sample size was insufficient to permit a reliable estimate

Rounds to zero

NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

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

Assessment Summary by Grade

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 2009. 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.

3rd Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	200	8	51	24	16	99	200	3	48	46	2	99	200	3	76	19	1			
Male	99	240	1	30	30	36	100	240	2	32	60	4	99	240	2	68	27	1			
Caucasian	97	40	22	55	12	7	100	40	15	57	27	0	100	40	15	77	7	0			
Black	<>						<>						<>								
Hispanic	100	11	0	36	45	18	100	11	0	54	36	9	100	11	0	90	9	0			
Asian	<>						<>						<>								
Am Ind	99	389	2	38	28	29	99	389	1	37	57	3	99	389	1	70	25	1			
ELL	100	186	0	37	30	31	100	186	2	33	60	3	99	186	0	69	28	1			
FRL	99	440	4	40	27	27	99	440	2	39	54	3	99	440	2	72	23	1			
SWD	98	71	1	15	15	66	98	71	0	16	73	8	98	71	4	46	42	5			
Migrant	<>						<>						<>								
All 2008-09	99	440	4	40	27	27	99	440	2	39	54	3	99	440	2	72	23	1			
All 2007-08	99	436	5	43	34	16	99	436	2	28	61	7	98	436	2	65	29	0			
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0			
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

4th Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	99	208	13	40	35	9	100	208	7	37	51	4	100	208	0	37	59	3			
Male	99	239	7	35	36	19	99	237	5	32	54	8	99	237	0	32	62	4			
Caucasian	100	43	32	53	11	2	100	41	26	41	29	2	100	41	0	70	29	0			
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Hispanic	100	11	9	36	45	9	100	11	0	27	72	0	100	11	0	54	36	9			
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Am Ind	99	391	7	36	38	16	99	391	3	34	54	6	99	391	0	30	65	4			
ELL	99	150	2	31	45	20	99	150	1	26	66	6	100	150	0	24	72	2			
FRL	99	447	10	38	36	14	99	445	6	34	52	6	99	445	0	34	61	3			
SWD	98	62	8	20	27	41	98	62	3	19	56	19	98	62	1	24	54	17			
Migrant	<>						<>						<>								
All 2008-09	99	447	10	38	36	14	99	445	6	34	52	6	99	445	0	34	61	3			
All 2007-08	99	447	8	33	40	17	99	447	4	28	58	8	99	447	0	28	66	3			
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3			
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

5th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	99	240	9	39	45	5	99	240	10	35	47	6	99	240	2	30	58	8	
Male	100	214	5	37	44	13	100	214	8	34	42	14	98	214	2	32	56	7	
Caucasian	98	51	23	49	23	1	98	51	15	43	35	3	98	51	5	64	27	0	
Black	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Hispanic	100	13	15	46	38	0	100	13	15	46	30	7	100	13	7	38	53	0	
Asian	<>						<>						<>						
Am Ind	100	387	4	36	47	10	100	387	8	33	46	11	98	387	1	26	61	9	
ELL	100	151	1	21	60	15	100	151	1	29	51	16	100	151	0	13	70	15	
FRL	99	453	7	38	44	9	99	453	9	34	45	10	98	453	2	31	57	8	
SWD	100	64	6	4	53	35	100	64	6	6	59	28	95	64	3	10	59	21	
Migrant	<>						<>						<>						
All 2008-09	99	454	7	38	44	9	99	454	9	35	45	10	98	454	2	31	57	8	
All 2007-08	99	465	8	35	46	9	99	465	9	30	48	10	100	465	0	26	68	4	
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5	
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

6th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	208	9	41	45	2	99	209	9	36	48	5	99	209	0	18	69	10	
Male	100	249	6	32	48	12	99	249	11	23	55	9	100	249	0	20	63	14	
Caucasian	100	40	20	60	20	0	100	41	36	36	26	0	100	41	2	53	39	4	
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Hispanic	100	14	0	57	42	0	100	14	14	42	42	0	92	14	0	35	50	7	
Asian	<>						<>						<>						
Am Ind	100	401	6	33	50	9	99	401	7	28	55	8	100	401	0	15	69	13	
ELL	100	183	2	22	59	15	99	184	2	17	68	10	99	184	0	4	72	21	
FRL	100	457	7	36	47	8	99	458	10	29	51	7	99	458	0	19	66	12	
SWD	100	60	13	10	50	26	98	60	3	18	55	21	100	60	3	13	61	21	
Migrant	<>						<>						<>						
All 2008-09	100	457	7	36	47	8	99	458	10	29	51	7	99	458	0	19	66	12	
All 2007-08	100	483	6	28	53	11	99	483	4	23	58	12	99	482	0	14	67	17	
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11	
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	232	9	49	36	4	100	232	10	32	50	6	99	232	0	24	64	10
Male	99	263	5	35	49	9	99	263	9	25	55	9	98	262	1	29	58	9
Caucasian	100	40	17	52	30	0	100	40	20	30	50	0	100	39	2	56	41	0
Black	<>						<>						<>					
Hispanic	100	14	7	57	35	0	100	14	7	35	50	7	100	14	0	28	64	7
Asian	<>						<>						<>					
Am Ind	99	441	6	40	44	8	99	441	9	28	53	8	99	441	0	24	62	11
ELL	100	228	2	26	60	10	100	228	5	20	60	13	99	228	0	11	69	17
FRL	99	494	7	42	42	7	99	494	9	29	53	7	99	493	0	26	61	10
SWD	98	77	3	10	59	24	98	77	7	9	59	22	94	77	1	16	49	27
Migrant	<>						<>						<>					
All 2008-09	99	495	7	42	43	7	99	495	9	29	53	7	99	494	0	26	61	10
All 2007-08	99	448	6	35	45	12	99	448	4	23	54	16	100	448	0	20	58	20
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	203	14	57	25	2	100	203	3	46	47	2	100	203	0	19	67	11
Male	100	230	3	54	36	5	99	230	4	38	48	7	98	230	0	18	65	13
Caucasian	100	33	21	75	3	0	100	33	9	69	21	0	100	33	3	45	51	0
Black	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Hispanic	100	13	23	53	23	0	100	13	7	61	23	7	92	13	0	61	30	0
Asian	<>						<>						<>					
Am Ind	100	385	7	54	34	4	99	385	3	38	51	5	99	385	0	15	69	14
ELL	100	173	2	38	50	9	99	173	2	21	65	10	99	173	1	5	71	21
FRL	100	432	8	56	31	3	99	432	4	42	48	5	99	432	0	19	66	12
SWD	100	62	4	14	59	20	96	62	6	9	66	14	95	62	3	4	56	30
Migrant	<>						<>						<>					
All 2008-09	100	433	8	55	31	4	99	433	4	42	48	5	99	433	0	19	66	12
All 2007-08	99	495	2	56	35	5	99	495	3	27	55	12	99	494	0	16	69	13
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

11th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	98	235	4	41	44	7	98	235	3	25	39	30	96	235	0	21	65	8
Male	95	237	2	33	43	15	96	237	5	18	37	33	94	237	1	20	65	6
Caucasian	100	23	8	69	21	0	100	23	13	39	39	8	100	23	0	60	34	4
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	96	443	3	35	45	12	97	443	4	20	38	33	94	443	1	18	67	7
ELL	97	175	1	16	60	20	96	175	1	6	33	56	93	175	0	5	75	11
FRL	97	471	3	37	44	11	97	471	4	22	38	32	95	471	1	21	65	7
SWD	92	76	9	6	36	39	92	76	10	7	22	51	90	76	6	11	53	18
Migrant	<>						<>						<>					
All 2008-09	97	472	3	37	44	11	97	472	4	22	38	31	95	472	1	20	65	7
All 2007-08	96	495	2	35	47	10	97	495	2	17	45	32	94	495	0	18	68	7
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

Budgeted Expenditures		
Includes state general fund operational monies only for 2008-2009		
	Expenditure	%
Direct Instruction	29,203,312	51
Instructional Support Services	23,877,127	42
Students	4,493,174	8
Instruction	1,150,857	2
General Administration	1,006,666	2
School Administration	4,316,195	8
Central Services	1,853,360	3
Operations & Maintenance	10,357,021	18
Student Transportation	203,881	<1
Other	495,973	1
Non-Instructional Support	667,664	1
Food Services	10,000	<1
Community Services	657,664	1
Capital Outlay	3,056,621	5
Total Expenditures	56,804,724	

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Participation	
In order to meet the law, Board members must have accumulated five points during the year by attending specific training.	
Member	Points
Bernice Benally	6
Dorothy Redhorse	23
Elayne Grace Lowe	18
Hoskie Benally	11
Randy Manning	34
Source: 2008-09 New Mexico School Board Association Annual Report.	

Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials: Statewide: 0.00% District: 9.63%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	4.42%
Low Poverty Schools	1.41%	0.00%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	506	74.7	25.1	0.4
CAREER PREP ALT	11	81.8	18.2	0.0
CENTRAL HIGH	60	78.3	21.7	0.0
EVA B. STOKELY ELEM	22	63.6	36.4	0.0
GRACE B. WILSON ELEM	22	68.2	31.8	0.0
KIRLAND PRE-K EARLY	11	81.8	18.2	0.0
KIRTLAND ELEMENTARY	38	73.7	26.3	0.0
KIRTLAND MIDDLE	40	85.0	15.0	0.0
MESA ELEMENTARY	21	66.7	33.3	0.0
NASCHITTI ELEMENTARY	15	60.0	40.0	0.0
NATAANI NEZ ELEM	31	71.0	29.0	5.9
NEWCOMB ELEMENTARY	29	72.4	24.1	2.2
NEWCOMB HIGH	32	87.5	12.5	0.9
NEWCOMB MIDDLE	22	68.2	31.8	0.0
NIZHONI ELEMENTARY	29	82.8	17.2	0.0
OJO AMARILLO ELEM	34	82.4	17.6	1.1
RUTH N. BOND ELEM	31	64.5	35.5	2.5
SHIPROCK HIGH	53	71.7	28.3	0.0
TSE'BIT'AI MIDDLE	31	64.5	35.5	0.0

Teacher totals may differ because of district assignments.

NDA = No data available

Parent Survey on the Quality of Education

The Quality of Education Survey is provided annually to all parents statewide. These 10 questions are required by state regulation:

- 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.

Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
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CAREER PREP ALT	40	1	60	40	0	0	0	0
CAREER PREP ALT	40	2	57.5	42.5	0	0	0	0
CAREER PREP ALT	40	3	45	52.5	0	0	2.5	0
CAREER PREP ALT	40	4	40	52.5	5	0	2.5	0
CAREER PREP ALT	40	5	55	37.5	0	0	5	2.5
CAREER PREP ALT	40	6	40	52.5	2.5	0	5	0
CAREER PREP ALT	40	7	32.5	52.5	10	0	5	0
CAREER PREP ALT	40	8	37.5	60	0	0	2.5	0
CAREER PREP ALT	40	9	35	57.5	2.5	0	5	0
CAREER PREP ALT	40	10	47.5	47.5	5	0	0	0
CENTRAL HIGH	31	1	16.1	51.6	16.1	3.2	9.7	3.2
CENTRAL HIGH	31	2	12.9	54.8	9.7	6.4	12.9	3.2
CENTRAL HIGH	31	3	32.2	32.2	9.7	12.9	9.7	3.2
CENTRAL HIGH	31	4	19.4	45.2	9.7	6.4	16.1	3.2
CENTRAL HIGH	31	5	25.8	38.7	9.7	6.4	16.1	3.2
CENTRAL HIGH	31	6	19.4	45.2	6.4	12.9	12.9	3.2
CENTRAL HIGH	31	7	22.6	48.4	9.7	3.2	12.9	3.2
CENTRAL HIGH	31	8	22.6	38.7	12.9	12.9	12.9	0
CENTRAL HIGH	31	9	12.9	45.2	12.9	6.4	19.4	3.2
CENTRAL HIGH	31	10	29	48.4	9.7	3.2	3.2	6.4
Districtwide	1546	1	39.4	50.2	4.5	0.9	3.7	1.4
Districtwide	1546	2	38.2	50.2	4.6	1.1	4.1	1.8
Districtwide	1546	3	39.1	51	3.2	0.8	4.1	1.7
Districtwide	1546	4	35.4	50.5	5.9	1	2.2	5
Districtwide	1546	5	28.6	50.3	4.9	1.2	12.3	2.6
Districtwide	1546	6	30.9	52.3	5.2	1.5	8.1	2.1
Districtwide	1546	7	26.5	48.9	9.6	2.2	8.8	4.1
Districtwide	1546	8	41.1	48.6	4.1	1.7	2.5	1.9
Districtwide	1546	9	32.7	51.5	4.6	1.5	6.8	2.8
Districtwide	1546	10	40.6	51.3	3.8	0.7	1.2	2.3
EVA B. STOKELY ELEM	276	1	34.4	54	4.7	0.4	4	2.5
EVA B. STOKELY ELEM	276	2	46.4	44.9	2.5	0	4	2.2
EVA B. STOKELY ELEM	276	3	42.8	50	1.8	0	2.5	2.9
EVA B. STOKELY ELEM	276	4	30.4	57.2	3.6	1.1	2.9	4.7
EVA B. STOKELY ELEM	276	5	31.5	50.4	3.6	0	9.8	4.7
EVA B. STOKELY ELEM	276	6	34.8	50.7	4	0	7.6	2.9
EVA B. STOKELY ELEM	276	7	28.6	51.8	7.6	0.7	7.2	4
EVA B. STOKELY ELEM	276	8	44.2	43.8	5.4	0.7	1.8	4
EVA B. STOKELY ELEM	276	9	33.3	52.9	2.5	1.1	6.5	3.6
EVA B. STOKELY ELEM	276	10	37.3	51.4	4.3	0.7	1.8	4.3
GRACE B. WILSON ELEM	69	1	36.2	47.8	7.2	0	5.8	2.9
GRACE B. WILSON ELEM	69	2	21.7	60.9	7.2	0	8.7	1.4
GRACE B. WILSON ELEM	69	3	39.1	50.7	4.3	1.4	2.9	1.4
GRACE B. WILSON ELEM	69	4	31.9	53.6	4.3	0	5.8	4.3
GRACE B. WILSON ELEM	69	5	27.5	49.3	5.8	2.9	13	1.4
GRACE B. WILSON ELEM	69	6	26.1	56.5	5.8	0	8.7	2.9
GRACE B. WILSON ELEM	69	7	20.3	40.6	17.4	1.4	17.4	2.9
GRACE B. WILSON ELEM	69	8	39.1	49.3	4.3	1.4	4.3	1.4
GRACE B. WILSON ELEM	69	9	29	44.9	7.2	1.4	13	4.3

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
GRACE B. WILSON ELEM	69	10	36.2	52.2	5.8	1.4	4.3	0
KIRLAND PRE-K EARLY	***	1						
KIRTLAND ELEMENTARY	53	1	41.5	58.5	0	0	0	0
KIRTLAND ELEMENTARY	53	2	30.2	67.9	1.9	0	0	0
KIRTLAND ELEMENTARY	53	3	49	49	0	1.9	0	0
KIRTLAND ELEMENTARY	53	4	28.3	69.8	0	1.9	0	0
KIRTLAND ELEMENTARY	53	5	22.6	66	5.7	1.9	3.8	0
KIRTLAND ELEMENTARY	53	6	15.1	79.2	3.8	0	1.9	0
KIRTLAND ELEMENTARY	53	7	13.2	49	20.8	3.8	11.3	1.9
KIRTLAND ELEMENTARY	53	8	39.6	54.7	5.7	0	0	0
KIRTLAND ELEMENTARY	53	9	28.3	67.9	0	0	0	3.8
KIRTLAND ELEMENTARY	53	10	45.3	43.4	9.4	1.9	0	0
KIRTLAND MIDDLE	218	1	13.3	64.7	10.1	2.8	7.8	1.4
KIRTLAND MIDDLE	218	2	45	50	1.4	0	2.3	1.4
KIRTLAND MIDDLE	218	3	21.1	61.5	6.9	1.4	5.5	3.7
KIRTLAND MIDDLE	218	4	12.8	55	16	1.4	2.8	11.9
KIRTLAND MIDDLE	218	5	18.3	56.9	8.2	1.8	13.3	1.4
KIRTLAND MIDDLE	218	6	13.8	61	10.1	3.2	8.2	3.7
KIRTLAND MIDDLE	218	7	15.1	63.3	9.2	1.8	8.2	2.3
KIRTLAND MIDDLE	218	8	17.9	64.2	5.5	4.6	4.1	3.7
KIRTLAND MIDDLE	218	9	12.4	60.1	7.8	3.2	11.9	4.6
KIRTLAND MIDDLE	218	10	31.2	60.1	4.6	0.4	1.8	1.8
MESA ELEMENTARY	166	1	34.3	56	4.2	0.6	3.6	1.2
MESA ELEMENTARY	166	2	30.1	62	2.4	0.6	4.2	0.6
MESA ELEMENTARY	166	3	34.3	59	1.8	0	4.2	0.6
MESA ELEMENTARY	166	4	28.9	64.4	3	0.6	0.6	2.4
MESA ELEMENTARY	166	5	25.9	63.2	0.6	0.6	9	0.6
MESA ELEMENTARY	166	6	28.3	59	3	0	8.4	1.2
MESA ELEMENTARY	166	7	26.5	62	4.2	1.2	4.2	1.8
MESA ELEMENTARY	166	8	39.8	55.4	1.2	0	2.4	1.2
MESA ELEMENTARY	166	9	34.3	54.8	3.6	0	6	1.2
MESA ELEMENTARY	166	10	36.7	54.8	4.2	0.6	0.6	3
NASCHITTI ELEMENTARY	58	1	43.1	51.7	5.2	0	0	0
NASCHITTI ELEMENTARY	58	2	17.2	43.1	25.9	8.6	5.2	0
NASCHITTI ELEMENTARY	58	3	22.4	65.5	5.2	0	6.9	0
NASCHITTI ELEMENTARY	58	4	31	58.6	5.2	0	1.7	3.4
NASCHITTI ELEMENTARY	58	5	24.1	48.3	15.5	0	12.1	0
NASCHITTI ELEMENTARY	58	6	15.5	67.2	5.2	3.4	5.2	3.4
NASCHITTI ELEMENTARY	58	7	17.2	44.8	22.4	0	12.1	3.4
NASCHITTI ELEMENTARY	58	8	32.8	53.4	10.3	0	1.7	1.7
NASCHITTI ELEMENTARY	58	9	24.1	60.3	6.9	0	8.6	0
NASCHITTI ELEMENTARY	58	10	41.4	58.6	0	0	0	0
NATAANI NEZ ELEM	143	1	73.4	19.6	1.4	0.7	4.2	0.7
NATAANI NEZ ELEM	143	2	52.4	23.8	3.5	4.2	8.4	7.7
NATAANI NEZ ELEM	143	3	67.8	22.4	1.4	1.4	5.6	1.4
NATAANI NEZ ELEM	143	4	71.3	16.8	2.8	1.4	0.7	7

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
NATAANI NEZ ELEM	143	5	49	23.1	0	0.7	21	6.3
NATAANI NEZ ELEM	143	6	60.8	21	1.4	1.4	14.7	0.7
NATAANI NEZ ELEM	143	7	56.6	17.5	2.1	2.1	11.9	9.8
NATAANI NEZ ELEM	143	8	72	22.4	1.4	1.4	0.7	2.1
NATAANI NEZ ELEM	143	9	65	23.1	1.4	1.4	4.9	4.2
NATAANI NEZ ELEM	143	10	69.9	24.5	2.1	0	0.7	2.8
NEWCOMB ELEMENTARY	20	1	65	35	0	0	0	0
NEWCOMB ELEMENTARY	20	2	25	75	0	0	0	0
NEWCOMB ELEMENTARY	20	3	50	50	0	0	0	0
NEWCOMB ELEMENTARY	20	4	60	30	10	0	0	0
NEWCOMB ELEMENTARY	20	5	25	55	10	5	5	0
NEWCOMB ELEMENTARY	20	6	50	40	10	0	0	0
NEWCOMB ELEMENTARY	20	7	45	40	15	0	0	0
NEWCOMB ELEMENTARY	20	8	75	25	0	0	0	0
NEWCOMB ELEMENTARY	20	9	45	45	10	0	0	0
NEWCOMB ELEMENTARY	20	10	50	50	0	0	0	0
NEWCOMB HIGH	***	1						
NEWCOMB MIDDLE	41	1	34.1	43.9	9.8	0	2.4	9.8
NEWCOMB MIDDLE	41	2	46.3	41.5	4.9	0	4.9	2.4
NEWCOMB MIDDLE	41	3	29.3	46.3	12.2	0	7.3	4.9
NEWCOMB MIDDLE	41	4	22	53.7	12.2	0	4.9	7.3
NEWCOMB MIDDLE	41	5	19.5	58.5	4.9	4.9	7.3	4.9
NEWCOMB MIDDLE	41	6	22	51.2	7.3	2.4	9.8	7.3
NEWCOMB MIDDLE	41	7	22	51.2	9.8	4.9	7.3	4.9
NEWCOMB MIDDLE	41	8	22	58.5	9.8	2.4	4.9	2.4
NEWCOMB MIDDLE	41	9	19.5	58.5	7.3	2.4	7.3	4.9
NEWCOMB MIDDLE	41	10	26.8	58.5	4.9	4.9	2.4	2.4
NIZHONI ELEMENTARY	40	1	47.5	45	7.5	0	0	0
NIZHONI ELEMENTARY	40	2	27.5	57.5	12.5	0	2.5	0
NIZHONI ELEMENTARY	40	3	50	50	0	0	0	0
NIZHONI ELEMENTARY	40	4	45	50	2.5	0	2.5	0
NIZHONI ELEMENTARY	40	5	30	52.5	10	0	7.5	0
NIZHONI ELEMENTARY	40	6	35	47.5	7.5	0	7.5	2.5
NIZHONI ELEMENTARY	40	7	25	45	12.5	5	10	2.5
NIZHONI ELEMENTARY	40	8	50	42.5	2.5	0	5	0
NIZHONI ELEMENTARY	40	9	45	45	7.5	0	2.5	0
NIZHONI ELEMENTARY	40	10	52.5	47.5	0	0	0	0
OJO AMARILLO ELEM	164	1	39	53.7	3	1.2	2.4	0.6
OJO AMARILLO ELEM	164	2	43.3	48.2	4.3	0	3.7	0.6
OJO AMARILLO ELEM	164	3	32.3	57.3	4.9	0.6	4.9	0
OJO AMARILLO ELEM	164	4	36.6	51.8	5.5	1.2	1.2	3.7
OJO AMARILLO ELEM	164	5	24.4	48.2	9.1	1.8	14	2.4
OJO AMARILLO ELEM	164	6	23.2	57.3	7.9	3	7.3	1.2
OJO AMARILLO ELEM	164	7	23.8	47	9.8	6.1	8.5	4.9
OJO AMARILLO ELEM	164	8	40.8	51.8	2.4	3	1.8	0
OJO AMARILLO ELEM	164	9	28	56.7	5.5	3	5.5	1.2

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
OJO AMARILLO ELEM	164	10	42.1	54.3	0	0.6	0	3
RUTH N. BOND ELEM	215	1	51.2	47	0	0	1.9	0
RUTH N. BOND ELEM	215	2	29.8	59.1	6.5	0.5	2.8	1.4
RUTH N. BOND ELEM	215	3	44.2	49.8	1.4	0	3.2	1.4
RUTH N. BOND ELEM	215	4	49.8	41.4	3.7	0.5	0.5	4.2
RUTH N. BOND ELEM	215	5	28.4	51.2	2.3	0.5	15.3	2.3
RUTH N. BOND ELEM	215	6	40.5	49.8	2.3	0	6.5	0.9
RUTH N. BOND ELEM	215	7	24.2	46.5	11.6	1.9	9.8	6
RUTH N. BOND ELEM	215	8	48.4	46	2.8	0	1.4	1.4
RUTH N. BOND ELEM	215	9	40.5	48.4	3.2	0.9	4.7	2.3
RUTH N. BOND ELEM	215	10	37.2	56.3	4.2	0	0.9	1.4
SHIPROCK HIGH	12	1	16.7	58.3	0	16.7	8.3	0
SHIPROCK HIGH	12	2	16.7	66.7	0	16.7	0	0
SHIPROCK HIGH	12	3	25	58.3	0	8.3	8.3	0
SHIPROCK HIGH	12	4	16.7	58.3	8.3	8.3	8.3	0
SHIPROCK HIGH	12	5	16.7	66.7	0	8.3	8.3	0
SHIPROCK HIGH	12	6	16.7	25	16.7	16.7	16.7	8.3
SHIPROCK HIGH	12	7	16.7	58.3	8.3	8.3	8.3	0
SHIPROCK HIGH	12	8	16.7	58.3	8.3	8.3	8.3	0
SHIPROCK HIGH	12	9	16.7	66.7	8.3	8.3	0	0
SHIPROCK HIGH	12	10	33.3	41.7	8.3	8.3	8.3	0
TSE'BIT'AI MIDDLE	***	1						
(blank) = No data available								