



AYP Summary

ZUNI PUBLIC SCHOOLS

Improvement Status: CA-delay

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	5	100
Schools in Improvement	2	40
Schools in Corrective Action	1	20
Schools in Restructuring	2	40

Report Contents

- Student Demographics
- AYP Summary
- Accountability Indicators by Subgroup
- NAEP Assessment Summary for Grades 4 and 8
- State Assessment Summaries for Grades 3-8, and 11
- School Board Member Participation
- Budgeted Expenditures
- Teacher Quality
- Quality of Education Survey (Parent Survey)

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).

	ZUNI PUBLIC SCHOOLS		Statewide	
	Number	%	Number	%
Female	703	48.4	160,866	47.0
Male	750	51.6	169,312	49.5
Caucasian	1	0.1	95,406	27.9
African-American	0	0.0	8,670	2.5
Hispanic	3	0.2	185,147	54.1
Asian/Pacific Islander	2	0.1	4,506	1.3
American Indian	1,447	99.6	36,449	10.7
English Language Learners	1,363	93.8	55,866	16.3
Students with Disabilities	187	12.9	45,346	13.3
Free/Reduced Lunch Program	1,453	100.0	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
A:SHIWI ELEMENTARY	Not Met	SI-1	DOWA YALANNE ELEM	Not Met	SI-1
TWIN BUTTES HIGH	Not Met	R-2 delay	ZUNI HIGH	Not Met	R-2
ZUNI MIDDLE	Not Met	CA			

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	47.8	<>	<>	<>	<>	47.7	47.8	45.5	10.0
Districtwide-Grades 6-8	Reading Proficiency	57	34.6	<>	<>	<>	<>	34.6	34.6	21.2	7.5
Districtwide-Grade 11	Reading Proficiency	60	47.9	<>	<>	<>	<>	48.3	47.9	49.1	18.8
A:SHIWI ELEMENTARY	Reading Proficiency	63	46.6	<>	<>	<>	<>	46.2	46.6	46.6	<>
DOWA YALANNE ELEM	Reading Proficiency	63	49.0	<>	<>	<>	<>	49.0	49.0	44.0	<>
TWIN BUTTES HIGH	Reading Proficiency	60	<>	<>	<>	<>	<>	<>	<>	<>	<>
ZUNI HIGH	Reading Proficiency	60	50.0	<>	<>	<>	<>	50.5	50.0	51.5	16.7
ZUNI MIDDLE	Reading Proficiency	57	34.6	<>	<>	<>	<>	34.6	34.6	21.2	7.5
Districtwide-Grades 3-5	Math Proficiency	50	40.8	<>	<>	<>	<>	40.6	40.8	37.6	26.7
Districtwide-Grades 6-8	Math Proficiency	41	17.9	<>	<>	<>	<>	17.9	17.9	10.1	7.5
Districtwide-Grade 11	Math Proficiency	46	20.5	<>	<>	<>	<>	20.7	20.5	21.4	12.5
A:SHIWI ELEMENTARY	Math Proficiency	50	27.8	<>	<>	<>	<>	27.3	27.8	27.8	<>
DOWA YALANNE ELEM	Math Proficiency	50	52.8	<>	<>	<>	<>	52.8	52.8	49.5	<>
TWIN BUTTES HIGH	Math Proficiency	46	<>	<>	<>	<>	<>	<>	<>	<>	<>
ZUNI HIGH	Math Proficiency	46	21.3	<>	<>	<>	<>	21.5	21.3	22.3	8.3
ZUNI MIDDLE	Math Proficiency	41	17.9	<>	<>	<>	<>	17.9	17.9	10.1	7.5
Districtwide-Grades 3-5	Attendance Rate	92	91.0	<>	<>	99.6	<>	91.0	91.0	89.9	92.4
Districtwide-Grades 6-8	Attendance Rate	92	91.0	<>	<>	<>	<>	91.0	91.0	89.9	92.4
A:SHIWI ELEMENTARY	Attendance Rate	92	95.0	<>	<>	98.3	<>	94.9	95.0	94.9	93.3
DOWA YALANNE ELEM	Attendance Rate	92	96.0	<>	<>	<>	<>	96.0	96.0	96.0	94.7
ZUNI MIDDLE	Attendance Rate	92	91.0	<>	<>	<>	<>	91.0	91.0	90.0	92.4
All Students	Graduation Rate	52	48.7	<>	<>	<>	<>	48.3	51.1	50.3	43.9
TWIN BUTTES HIGH	Graduation Rate	52	29.0	<>	<>	<>	<>	29.0	31.5	30.3	<>
ZUNI HIGH	Graduation Rate	52	51.7	<>	<>	<>	<>	51.3	54.0	53.3	46.4

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	51	5	45	41	7	100	51	1	52	43	1	100	51	7	84	7	0			
Male	100	45	0	42	37	20	100	45	0	40	55	4	97	45	4	75	13	4			
Caucasian	<>						<>						<>								
Black	<>						<>						<>								
Hispanic	<>						<>						<>								
Asian	<>						<>						<>								
Am Ind	100	96	3	43	39	13	100	96	1	46	48	3	98	96	6	80	10	2			
ELL	100	93	2	44	39	13	100	93	0	47	49	3	98	93	4	81	10	2			
FRL	100	96	3	43	39	13	100	96	1	46	48	3	98	96	6	80	10	2			
SWD	100	13	0	7	30	61	100	13	0	30	46	23	100	13	0	53	30	15			
Migrant	<>						<>						<>								
All 2008-09	100	96	3	43	39	13	100	96	1	46	48	3	98	96	6	80	10	2			
All 2007-08	99	106	0	55	33	8	100	106	1	38	53	5	100	106	11	81	5	1			
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	100	53	3	47	41	7	100	52	3	50	42	3	100	52	0	57	40	1			
Male	100	47	0	55	29	14	100	47	2	40	51	6	100	47	0	57	38	4			
Caucasian	<>						<>						<>								
Black	<>						<>						<>								
Hispanic	<>						<>						<>								
Asian	<>						<>						<>								
Am Ind	100	100	2	51	36	11	100	99	3	45	46	5	100	99	0	57	39	3			
ELL	100	83	2	48	36	13	100	83	2	37	54	6	100	83	0	54	42	3			
FRL	100	100	2	51	36	11	100	99	3	45	46	5	100	99	0	57	39	3			
SWD	100	11	9	0	36	54	100	11	9	18	54	18	100	11	0	27	54	18			
Migrant	<>						<>						<>								
All 2008-09	100	100	2	51	36	11	100	99	3	45	46	5	100	99	0	57	39	3			
All 2007-08	98	90	1	41	52	4	100	90	10	42	45	2	100	90	5	57	36	0			
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	100	42	2	40	54	2	100	42	7	11	78	2	100	42	2	26	61	9
Male	97	40	5	37	50	5	97	40	7	20	60	10	100	40	2	22	67	7
Caucasian	<>						<>						<>					
Black	<>						<>						<>					
Hispanic	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	98	81	3	38	53	3	98	81	6	16	70	6	100	81	2	23	65	8
ELL	98	66	3	34	57	3	98	66	7	13	69	7	100	66	3	24	63	9
FRL	98	82	3	39	52	3	98	82	7	15	69	6	100	82	2	24	64	8
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	98	82	3	39	52	3	98	82	7	15	69	6	100	82	2	24	64	8
All 2007-08	99	100	4	36	50	9	99	100	3	26	55	15	99	100	1	29	63	6
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	41	2	31	51	14	100	41	2	19	53	24	100	41	0	14	70	14
Male	100	50	0	24	52	24	100	50	0	12	74	14	100	50	2	16	64	18
Caucasian	<>						<>						<>					
Black	<>						<>						<>					
Hispanic	<>						<>						<>					
Asian	<>						<>						<>					
Am Ind	100	91	1	27	51	19	100	91	1	15	64	18	100	91	1	15	67	16
ELL	100	69	1	18	55	24	100	69	1	13	63	21	100	69	1	10	69	18
FRL	100	91	1	27	51	19	100	91	1	15	64	18	100	91	1	15	67	16
SWD	100	11	0	0	27	72	100	11	0	9	54	36	100	11	0	9	63	27
Migrant	<>						<>						<>					
All 2008-09	100	91	1	27	51	19	100	91	1	15	64	18	100	91	1	15	67	16
All 2007-08	99	112	1	22	66	8	99	112	0	12	72	14	99	112	1	11	71	14
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	58	8	27	56	6	100	58	3	12	63	20	100	58	0	24	60	15
Male	100	48	2	31	56	10	100	48	2	12	62	22	100	48	2	14	75	8
Caucasian	<>						<>						<>					
Black	<>						<>						<>					
Hispanic	<>						<>						<>					
Asian	<>						<>						<>					
Am Ind	100	106	5	29	56	8	100	106	2	12	63	21	100	106	0	19	66	12
ELL	100	72	2	19	65	12	100	72	1	6	65	26	100	72	0	11	70	18
FRL	100	106	5	29	56	8	100	106	2	12	63	21	100	106	0	19	66	12
SWD	100	13	0	0	46	53	100	13	0	7	61	30	100	13	0	0	69	30
Migrant	<>						<>						<>					
All 2008-09	100	106	5	29	56	8	100	106	2	12	63	21	100	106	0	19	66	12
All 2007-08	100	104	1	23	57	17	100	104	0	7	65	26	100	104	0	8	59	31
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	49	0	40	55	4	100	49	0	24	63	12	100	49	0	6	63	30
Male	100	55	1	36	54	7	100	55	1	18	69	10	100	55	0	14	74	10
Caucasian	<>						<>						<>					
Black	<>						<>						<>					
Hispanic	<>						<>						<>					
Asian	<>						<>						<>					
Am Ind	100	104	0	38	54	5	100	104	0	21	66	11	100	104	0	10	69	20
ELL	100	67	0	20	70	8	100	67	0	7	74	17	100	67	0	1	70	28
FRL	100	104	0	38	54	5	100	104	0	21	66	11	100	104	0	10	69	20
SWD	100	16	0	18	56	25	100	16	0	6	68	25	100	16	0	0	62	37
Migrant	<>						<>						<>					
All 2008-09	100	104	0	38	54	5	100	104	0	21	66	11	100	104	0	10	69	20
All 2007-08	100	110	2	65	28	3	100	110	2	22	55	19	100	110	0	11	73	14
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	65	4	47	43	3	96	65	0	20	40	36	100	65	0	20	70	9	
Male	98	52	3	38	50	5	96	52	3	17	34	40	100	52	1	26	65	5	
Caucasian	<>						<>						<>						
Black	<>						<>						<>						
Hispanic	<>						<>						<>						
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
Am Ind	98	116	4	43	45	4	96	116	1	18	37	37	100	116	0	23	68	6	
ELL	98	112	4	44	44	4	96	112	1	19	37	37	100	112	0	24	66	8	
FRL	98	117	4	43	46	4	96	117	1	18	37	38	100	117	0	23	68	7	
SWD	93	16	18	0	43	31	93	16	6	6	25	56	100	16	6	12	56	25	
Migrant	<>						<>						<>						
All 2008-09	98	117	4	43	46	4	96	117	1	18	37	38	100	117	0	23	68	7	
All 2007-08	91	120	3	35	45	8	95	120	0	9	48	37	95	120	0	18	69	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	7,214,833	55
Instructional Support Services	5,940,408	45
Students	1,022,473	8
Instruction	400,140	3
General Administration	557,849	4
School Administration	913,427	7
Central Services	768,947	6
Operations & Maintenance	2,103,542	16
Student Transportation	12,565	<1
Other	161,465	1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	13,155,241	

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
Carmelita Sanchez	9
Ernest Mackel	24
George Devries	19
Royce Gchachu	12
Virginia Chavez	20

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: 0.00%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	0.00%
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	111	67.6	29.7	1.6
A:SHIWI ELEMENTARY	24	66.7	33.3	0.0
DOWA YALANNE ELEM	25	56.0	40.0	0.0
TWIN BUTTES HIGH	9	77.8	22.2	0.0
ZUNI HIGH	31	74.2	22.6	0.0
ZUNI MIDDLE	25	64.0	32.0	4.3

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 (%)
ASHIWI ELEMENTARY	111	1	27	55.9	3.6	2.7	9.9	0.9
ASHIWI ELEMENTARY	114	2	22.8	63.2	2.6	0.9	10.5	0
ASHIWI ELEMENTARY	111	3	34.2	55.9	2.7	0	3.6	3.6
ASHIWI ELEMENTARY	114	4	22.8	62.3	6.1	3.5	1.8	3.5
ASHIWI ELEMENTARY	112	5	12.5	42.9	8.9	4.5	28.6	2.7
ASHIWI ELEMENTARY	115	6	18.3	60.9	8.7	2.6	6.1	3.5
ASHIWI ELEMENTARY	114	7	15.8	53.5	8.8	7	9.6	5.3
ASHIWI ELEMENTARY	113	8	37.2	51.3	5.3	0.9	0	5.3
ASHIWI ELEMENTARY	113	9	25.7	52.2	7.1	1.8	7.1	6.2
ASHIWI ELEMENTARY	114	10	32.5	64.9	0.9	1.8	0	0
Districtwide	246	1	19.5	63	5.7	4.5	6.1	1.2
Districtwide	281	2	18.2	58.4	8.5	6.1	8.2	0.7
Districtwide	275	3	32.3	58.6	4.4	0.7	1.8	2.2
Districtwide	281	4	21.7	60.5	7.8	2.1	3.2	4.6

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
Districtwide	276	5	11.9	54.3	8.3	3.6	20.3	1.5
Districtwide	276	6	19.2	59.8	8.7	2.9	7.2	2.2
Districtwide	278	7	18.3	55.7	8.6	5.4	7.5	4.3
Districtwide	281	8	38.5	53.4	2.8	1.8	0.3	3.2
Districtwide	276	9	25.8	56.5	5.8	0.7	7.3	4
Districtwide	279	10	33.7	62.7	1.8	0.7	0.3	0.7
DOWA YALANNE ELEM	90	1	5.6	77.8	7.8	6.7	1.1	1.1
DOWA YALANNE ELEM	122	2	10.7	56.6	13.9	12.3	6.6	0
DOWA YALANNE ELEM	119	3	29.4	63.9	3.4	1.7	0.8	0.8
DOWA YALANNE ELEM	119	4	20.2	62.2	8.4	0.8	1.7	6.7
DOWA YALANNE ELEM	119	5	9.2	61.3	10.9	1.7	16.8	0
DOWA YALANNE ELEM	119	6	17.6	63	6.7	1.7	10.1	0.8
DOWA YALANNE ELEM	118	7	16.9	61	8.5	4.2	6.8	2.5
DOWA YALANNE ELEM	123	8	40.7	54.5	0.8	1.6	0.8	1.6
DOWA YALANNE ELEM	119	9	24.4	64.7	3.4	0	5.9	1.7
DOWA YALANNE ELEM	120	10	34.2	61.7	2.5	0	0.8	0.8
TWIN BUTTES HIGH	2	1	0	0	0	0	50	50
TWIN BUTTES HIGH	2	2	50	50	0	0	0	0
TWIN BUTTES HIGH	2	3	50	50	0	0	0	0
TWIN BUTTES HIGH	2	4	0	100	0	0	0	0
TWIN BUTTES HIGH	2	5	0	50	0	0	50	0
TWIN BUTTES HIGH	2	6	0	100	0	0	0	0
TWIN BUTTES HIGH	2	7	0	50	0	0	0	50
TWIN BUTTES HIGH	2	8	0	100	0	0	0	0
TWIN BUTTES HIGH	2	9	0	50	0	0	50	0
TWIN BUTTES HIGH	2	10	50	50	0	0	0	0
ZUNI HIGH	21	1	42.9	52.4	4.8	0	0	0
ZUNI HIGH	21	2	42.9	52.4	0	0	4.8	0
ZUNI HIGH	21	3	42.9	57.1	0	0	0	0
ZUNI HIGH	24	4	33.3	54.2	4.2	0	8.3	0
ZUNI HIGH	21	5	33.3	66.7	0	0	0	0
ZUNI HIGH	18	6	50	50	0	0	0	0
ZUNI HIGH	22	7	45.5	50	0	0	4.5	0
ZUNI HIGH	21	8	47.6	52.4	0	0	0	0
ZUNI HIGH	20	9	45	55	0	0	0	0
ZUNI HIGH	21	10	42.9	57.1	0	0	0	0
ZUNI MIDDLE	22	1	18.2	54.5	9.1	9.1	9.1	0
ZUNI MIDDLE	22	2	9.1	50	18.2	4.5	9.1	9.1
ZUNI MIDDLE	22	3	27.3	45.5	22.7	0	0	4.5
ZUNI MIDDLE	22	4	13.6	45.5	18.2	4.5	13.6	4.5
ZUNI MIDDLE	22	5	4.5	63.6	0	13.6	13.6	4.5
ZUNI MIDDLE	22	6	9.1	40.9	27.3	13.6	4.5	4.5
ZUNI MIDDLE	22	7	13.6	45.5	18.2	9.1	4.5	9.1
ZUNI MIDDLE	22	8	27.3	54.5	4.5	9.1	0	4.5
ZUNI MIDDLE	22	9	18.2	36.4	18.2	0	18.2	9.1
ZUNI MIDDLE	22	10	27.3	63.6	4.5	0	0	4.5

(blank) = No data available