



Adequate Yearly Progress (AYP) Summary

ZUNI PUBLIC SCHOOLS	
AYP Rating Not Met	
Improvement Status CA-2	
Schools rated in the district	5
Schools in Improvement	2
Schools in Corrective Action	0
Schools in Restructuring	3

- Graduation
- Teacher Quality
- Quality of Education Survey (Parent Survey)
- NAEP Assessment Summary for Grades 4 and 8

Definitions and Abbreviations

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Amer: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years
- ED: (FRL) 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%)

Source: PED Assessment and Accountability

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 2010-2011, but that were derived from the achievement of students in the 2009-2010 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 (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- AYP Summary
- Student Demographics
- AYP by Schools
- AYP by Subgroups
- Expenditures
- School Board Member Training
- Assessment Proficiency by Subgroup for Grades 3-8, and 11

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

(Delay = made AYP the first of two years required to leave the designation and to return to Progressing)

Student Demographics				
	ZUNI PUBLIC SCHOOLS		Statewide	
	N	%	N	%
All Students	1,425	100	334,324	100
Female	700	49.1	163,140	48.8
Male	725	50.9	171,184	51.2
Caucasian	0	0.0	85,417	25.5
Afr Am	0	0.0	7,026	2.1
Hispanic	0	0.0	200,137	59.9
Asian	10	0.7	4,158	1.2
Am Indian	1,414	99.2	34,907	10.4
ELL	592	41.5	47,677	14.3
SWD	193	0.1	44,235	0.1
ED	1,304	91.5	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	0	0.0	0	0.0

Source: District's 40th day submission to the NM Public Education Department (PED) * ELL Students new to the U.S. who qualified for exemption from Reading assessment

Adequate Yearly Progress (AYP) for Schools within ZUNI PUBLIC SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
AShiwi Elementary	Not Met	SI-2	Dowa Yalanne Elementary	Not Met	SI-2
Twin Buttes High	Not Met	R-2	Zuni High	Not Met	R-2
Zuni Middle	Not Met	R-1			

Source: PED Assessment and Accountability

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 ***).

Adequate Yearly Progress (AYP) for Subgroups with ZUNI PUBLIC SCHOOLS

	Academic Indicator	Goal %	All Students %	Cauc.	Afr Amer	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
				%	%	%	%	%	%	%	%	%
Zuni Public Schools	Reading Proficiency*	64	43	***	***	***	***	43	41	39	10	***
AShiwi Elementary	Reading Proficiency*	67	36	***	***	***	***	35	31	36	< 2	***
Dowa Yalanne Elementary	Reading Proficiency*	67	53	***	***	***	***	53	49	52	17	***
Twin Buttes High	Reading Proficiency*	64										
Zuni High	Reading Proficiency*	64	46	***	***	***	***	46	48	46	***	***
Zuni Middle	Reading Proficiency*	61	42	***	***	***	***	42	41	33	11	***
Zuni Public Schools	Reading Participation	64	99					99	99	99	100	***
AShiwi Elementary	Reading Participation	67	100					100	100	100		***
Dowa Yalanne Elementary	Reading Participation	67	100					100	100	100		***
Twin Buttes High	Reading Participation	64										
Zuni High	Reading Participation	64	98					98	98	98		***
Zuni Middle	Reading Participation	61	100					100	100	100		***
Zuni Public Schools	Math Proficiency*	52	25	***	***	***	***	25	23	24	5	***
AShiwi Elementary	Math Proficiency*	57	24	***	***	***	***	23	20	24	5	***
Dowa Yalanne Elementary	Math Proficiency*	57	41	***	***	***	***	41	39	42	17	***
Twin Buttes High	Math Proficiency*	53										
Zuni High	Math Proficiency*	53	20	***	***	***	***	20	20	20	***	***
Zuni Middle	Math Proficiency*	48	20	***	***	***	***	20	17	14	< 2	***
Zuni Public Schools	Math Participation	52	99					99	99	99	100	***
AShiwi Elementary	Math Participation	57	100					100	100	100		***
Dowa Yalanne Elementary	Math Participation	57	100					100	100	100		***
Twin Buttes High	Math Participation	53										
Zuni High	Math Participation	53	98					98	98	98		***
Zuni Middle	Math Participation	48	100					100	100	100		***
Zuni Public Schools	Attendance Rate	92	92	98	***	98	***	91	92	92	91	***
AShiwi Elementary	Attendance Rate	92	95	***	***	***	***	95	94	95	93	***
Dowa Yalanne Elementary	Attendance Rate	92	96	***	***	***	***	96	96	96	96	***

Adequate Yearly Progress (AYP) for Subgroups with ZUNI PUBLIC SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Twin Buttes High	Attendance Rate	92	89	***	***	***	***	89	88	89	93	***
Zuni High	Attendance Rate	92	89	***	***	***	96	89	89	89	75	***
Zuni Middle	Attendance Rate	92	92	***	***	***	***	92	92	92	92	***
All Students in Grade 12	Graduation Rate	63	70	***	***	***	***	70	***	71	65	***
Twin Buttes High	Graduation Rate	63	72	***	***	***	***	72	***	72	***	***
Zuni High	Graduation Rate	63	70	***	***	***	***	69	***	71	71	***

Source: PED Assessment and Accountability

* % of students scoring Proficient or Above; Full Academic Year only

*** Too few students to report Blanks = no data available

Proficiencies for Subgroups within ZUNI PUBLIC SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	44	***	***	***	***	44	40	44	8	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	42	***	***	***	***	41	40	32	10	***
District Wide-Grades 11	Reading Proficiency*	64	39	***	***	***	***	39	40	40	17	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	32	***	***	***	***	32	30	32	10	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	20	***	***	***	***	19	16	14	0	***
District Wide-Grades 11	Math Proficiency*	52	17	***	***	***	***	17	17	17	0	***

Source: PED Assessment and Accountability

* % of students scoring Proficient or Above; Full Academic Year only

*** Too few students to report Blanks = No Data Available

Expenditures

Expenditure (\$)			%
Direct Instruction	6,866,978		54
Instructional Support	5,833,806		45
Students	1,068,969		8
Instruction	372,824		2
General Administration	709,968		5
School Administration	897,769		7
Central Services	840,578		6
Operations Maintenance	1,936,880		15
Student Transportation	6,819		<1
Other	0		<1
Non-Instructional Support	0		<1
Food Services	0		<1
Community Services	0		<1
Capital Outlay	0		<1
Total	12,700,784		100

Source: PED Budget Office; general fund operational expenditures only

School Board Training

Board Member	Number of Points*
Carmelita Sanchez	18
George Devries	35
Royce Gchachu	8
Tyler Lastiyano	21
Virginia Chavez	16

Source: New Mexico School Board Association

* Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

State Assessment Results (district results exclude charter schools)

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternate 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 2010. 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.

Proficiencies for Subgroups within ZUNI PUBLIC SCHOOLS																					
3rd Grade	READING							MATH							SCIENCE						
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	38	0	50	39	11	0	100	38	0	32	61	8	0	100	38	0	76	24	0	0
Male	100	62	0	52	32	16	0	100	62	0	45	50	5	0	100	62	2	81	18	0	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	100	99	0	51	35	14	0	100	99	0	39	55	6	0	100	99	1	79	20	0	0
ELL	100	100	0	51	35	14	0	100	100	0	40	54	6	0	100	100	1	79	20	0	0
ED	100	84	0	48	36	17	0	100	84	0	35	60	6	0	100	84	1	79	20	0	0
SWD	100	18	0	6	39	56	0	100	18	0	17	61	22	0	100	18	0	67	33	0	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	100	0	51	35	14	0	100	100	0	40	54	6	0	100	100	1	79	20	0	0
ALL2008-09	100	96	3	43	39	13	0	100	96	1	46	48	3	1	98	96	6	80	10	2	1
NM2009-10	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
NM2008-09	99	25,222	9	51	23	14	0	99	25,229	8	45	41	3	0	99	25,214	11	70	16	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within ZUNI PUBLIC SCHOOLS

4th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	43	2	42	49	7	0	100	43	2	49	49	0	0	100	43	0	35	63	2	0
Male	100	41	0	37	37	27	0	100	41	0	34	59	7	0	100	41	0	34	54	12	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	100	84	1	39	43	17	0	100	84	1	42	54	4	0	100	84	0	35	58	7	0
ELL	100	81	1	37	44	17	0	100	81	1	40	56	4	0	100	81	0	33	59	7	0
ED	100	69	1	36	43	19	0	100	69	0	42	54	4	0	100	69	0	32	61	7	0
SWD	100	13	0	0	31	69	0	100	13	0	0	85	15	0	100	13	0	0	69	31	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
NM2009-10	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
ALL2009-10	100	84	1	39	43	17	0	100	84	1	42	54	4	0	100	84	0	35	58	7	0
NM2008-09	99	25,138	10	41	32	14	0	99	25,140	8	33	50	7	0	99	25,121	1	50	44	3	0
ALL2008-09	100	100	2	51	36	11	0	100	99	3	45	46	5	0	100	99	0	57	39	3	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within ZUNI PUBLIC SCHOOLS

5th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	54	4	37	52	7	0	100	54	2	11	80	7	0	100	54	0	13	85	2	0
Male	100	41	0	41	46	12	0	100	41	0	17	68	15	0	100	41	0	34	59	7	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	100	94	2	39	49	10	0	100	94	1	14	74	11	0	100	94	0	22	73	4	0
ELL	100	79	3	37	49	11	0	100	79	1	11	76	11	0	100	79	0	23	72	5	0
ED	100	79	3	33	54	10	0	100	79	1	13	73	13	0	100	79	0	19	76	5	0
SWD	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	95	2	39	49	9	0	100	95	1	14	75	11	0	100	95	0	22	74	4	0
ALL2008-09	98	82	3	39	52	3	1	98	82	7	15	69	6	1	100	82	2	24	64	8	0
NM2009-10	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
NM2008-09	99	24,494	13	44	33	8	0	99	24,495	9	33	46	9	0	99	24,478	6	46	42	5	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within ZUNI PUBLIC SCHOOLS

Proficiencies for Subgroups within ZUNI PUBLIC SCHOOLS																					
READING								MATH					SCIENCE								
6th Grade	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	33	3	42	39	15	0	100	33	15	12	58	15	0	100	33	0	27	58	15	0
Male	100	37	3	22	59	16	0	100	37	5	14	73	8	0	100	37	0	22	65	14	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Asian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Am Indian	100	68	1	31	51	16	0	100	68	7	13	68	12	0	100	68	0	22	63	15	0
ELL	100	56	4	29	50	18	0	100	56	9	9	68	14	0	100	56	0	20	64	16	0
ED	100	56	2	30	48	20	0	100	56	9	7	70	14	0	100	56	0	20	64	16	0
SWD	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	70	3	31	50	16	0	100	70	10	13	66	11	0	100	70	0	24	61	14	0
ALL2008-09	100	91	1	27	51	19	0	100	91	1	15	64	18	0	100	91	1	15	67	16	0
NM2009-10	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
NM2008-09	99	24,097	5	38	44	10	0	99	24,101	6	26	54	10	0	99	24,092	2	31	53	11	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within ZUNI PUBLIC SCHOOLS

Proficiencies for Subgroups within ZUNI PUBLIC SCHOOLS																					
READING								MATH					SCIENCE								
7th Grade	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	40	5	38	50	8	0	100	40	2	15	58	25	0	100	40	0	32	50	18	0
Male	100	52	0	31	58	12	0	100	52	4	6	69	21	0	100	52	4	23	67	6	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	100	91	2	33	55	10	0	100	91	2	10	65	23	0	100	91	1	27	60	11	0
ELL	100	72	1	28	60	11	0	100	72	4	8	60	28	0	100	72	3	22	62	12	0
ED	100	80	2	31	56	10	0	100	80	2	10	65	22	0	100	80	1	30	58	11	0
SWD	100	12	0	8	58	33	0	100	12	0	0	58	42	0	100	12	0	0	83	17	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	92	2	34	54	10	0	100	92	3	10	64	23	0	100	92	2	27	60	11	0
ALL2008-09	100	106	5	29	56	8	0	100	106	2	12	63	21	0	100	106	0	19	66	12	0
NM2009-10	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
NM2008-09	99	23,696	9	43	37	8	0	99	23,697	8	23	52	15	0	99	23,687	2	33	50	12	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within ZUNI PUBLIC SCHOOLS

8th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	53	4	53	38	6	0	100	53	4	19	72	6	0	100	53	0	8	79	13	0
Male	100	45	2	47	44	7	0	100	45	0	24	67	9	0	100	45	0	18	71	11	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Asian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Am Indian	100	97	3	51	40	6	0	100	97	2	22	69	7	0	100	97	0	12	75	12	0
ELL	100	65	0	35	55	9	0	100	65	0	12	77	11	0	100	65	0	5	78	17	0
ED	100	84	1	50	42	7	0	100	84	1	18	73	8	0	100	84	0	10	79	12	0
SWD	100	12	0	17	50	33	0	100	12	0	0	67	33	0	100	12	0	0	58	42	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	98	3	50	41	6	0	100	98	2	21	69	7	0	100	98	0	12	76	12	0
ALL2008-09	100	104	0	38	54	5	0	100	104	0	21	66	11	0	100	104	0	10	69	20	0
NM2009-10	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
NM2008-09	99	23,969	8	53	28	8	0	99	23,965	7	35	49	7	0	99	23,959	0	26	57	14	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within ZUNI PUBLIC SCHOOLS

11th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	97	64	6	30	58	3	3	98	64	2	11	33	53	2	98	64	0	9	72	17	2
Male	100	40	2	42	40	15	0	100	40	0	25	28	48	0	100	40	0	15	68	18	0
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	98	104	5	35	51	8	2	99	104	1	16	31	51	1	99	104	0	12	70	17	1
ELL	98	101	4	36	51	7	2	99	101	0	17	32	50	1	99	101	0	11	71	17	1
ED	98	88	5	35	50	8	2	99	88	1	16	30	52	1	99	88	0	12	69	17	1
SWD	100	12	0	17	42	42	0	100	12	0	0	8	92	0	100	12	0	0	50	50	0
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	98	104	5	35	51	8	2	99	104	1	16	31	51	1	99	104	0	12	70	17	1
ALL2008-09	98	117	4	43	46	4	1	96	117	1	18	37	38	3	100	117	0	23	68	7	0
NM2009-10	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
NM2008-09	98	20,191	5	45	36	10	1	98	20,181	8	25	37	26	1	97	20,178	1	31	56	7	2

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Graduation - High School 4-Year Cohort Graduation ZUNI PUBLIC SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549	63
Zuni Public Schools	192	70	87	84	105	59	1	***	***	***	***	***	***	***	191	70	184	71	25	65	186	71
Twin Buttes High	24	72	9	***	15	77	***	***	***	***	***	***	***	***	24	72	24	72	5	***	24	72
Zuni High	178	70	78	85	100	57	1	***	***	***	***	***	***	***	177	69	170	71	22	71	172	71

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.

*** Too few students to report

Graduation - High School 5-Year Cohort Graduation ZUNI PUBLIC SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820	68
Zuni Public Schools	194	73	87	84	106	65	1	***	***	***	***	***	***	***	193	73	186	75	26	63	188	74
Twin Buttes High	27	70	9	***	18	72	***	***	***	***	***	***	***	***	27	70	27	70	5	***	27	70
Zuni High	180	74	78	85	101	64	1	***	***	***	***	***	***	***	179	74	172	75	23	70	174	75

Source: PED Assessment and Accountability. Class of 2008; all students ever enrolled including part time.

*** Too few students to report

Graduation - High School Non-Graduates ZUNI PUBLIC SCHOOLS

Group	Certificate		Status Unknown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Zuni Public Schools	0	0	41	21	0	0	11	6
Twin Buttes High	0	0	0	0	0	0	0	0
Zuni High	0	0	40	22	0	0	11	6

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.

Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year

*** Too few students to report

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers
Statewide	0	0.5
Zuni Public Schools	0	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
AShwi Elementary	0	0.0
Dowa Yalanne Elementary	0	0.0
Twin Buttes High	0	0.0
Zuni High	0	0.0
Zuni Middle	0	0.0

Source: District's 120th day submission to PED

Blanks = No Data Available

Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Statewide	22428	57	42
Zuni Public Schools	106	66	31
AShiwi Elementary	24	62	38
Dowa Yalanne Elementary	25	64	32
Twin Buttes High	8	88	12
Zuni High	32	69	28
Zuni Middle	22	64	32

Source: District's 120th day submission to PED
 Teacher totals may differ because of district assignments

Quality of Education Survey

Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1	Statewide	40167	34.9	52.0	4.8	1.8	3.6	2.9
2	Statewide	40192	32.7	50.3	8.3	3.2	3.8	1.8
3	Statewide	40172	35.7	50.6	5.6	2.0	3.8	2.3
4	Statewide	40145	36.0	48.7	7.3	2.6	2.2	3.2
5	Statewide	40169	30.5	48.8	6.3	2.6	9.4	2.4
6	Statewide	40215	31.6	50.3	7.3	3.3	5.0	2.6
7	Statewide	40135	26.2	47.7	11.8	3.4	7.2	3.8
8	Statewide	40160	43.1	45.9	5.3	2.0	1.9	1.8
9	Statewide	40079	33.2	50.1	6.4	2.3	5.6	2.5
10	Statewide	40162	37.5	50.6	6.0	1.8	1.6	2.6
1	Zuni Public Schools	600	25.8	51.2	9.8	4.8	5.5	2.8
2	Zuni Public Schools	600	17.8	61.8	6.3	2.5	6.0	5.5
3	Zuni Public Schools	600	27.7	57.2	4.3	1.7	2.3	6.8
4	Zuni Public Schools	600	26.2	56.3	7.0	1.2	2.3	7.0
5	Zuni Public Schools	600	18.0	52.7	7.3	2.0	11.5	8.5
6	Zuni Public Schools	600	19.8	55.7	8.7	2.3	5.5	8.0
7	Zuni Public Schools	600	18.8	58.5	9.5	3.0	4.8	5.3
8	Zuni Public Schools	600	35.8	50.0	4.8	1.8	1.3	6.2
9	Zuni Public Schools	600	25.0	58.5	4.7	1.3	3.8	6.7
10	Zuni Public Schools	600	31.3	58.3	3.7	1.5	0.5	4.7
1	AShiwi Elementary	156	44.9	43.6	6.4	1.3	2.6	1.3
2	AShiwi Elementary	156	28.2	59.0	3.8	0.0	4.5	4.5
3	AShiwi Elementary	156	43.6	48.7	0.6	0.0	0.0	7.1
4	AShiwi Elementary	156	39.1	50.6	3.2	0.0	1.3	5.8
5	AShiwi Elementary	156	26.9	55.1	4.5	0.6	11.5	1.3
6	AShiwi Elementary	156	37.8	48.7	3.2	1.3	3.8	5.1
7	AShiwi Elementary	156	28.2	50.0	9.0	0.6	5.8	6.4
8	AShiwi Elementary	156	52.6	42.9	1.3	0.0	1.3	1.9
9	AShiwi Elementary	156	42.9	49.4	1.9	0.0	2.6	3.2
10	AShiwi Elementary	156	41.0	56.4	2.6	0.0	0.0	0.0
1	Dowa Yalanne Elementary	114	24.6	61.4	5.3	3.5	1.8	3.5
2	Dowa Yalanne Elementary	114	14.9	57.9	7.0	5.3	6.1	8.8
3	Dowa Yalanne Elementary	114	33.3	59.6	0.9	0.0	0.9	5.3
4	Dowa Yalanne Elementary	114	28.1	57.0	6.1	0.0	0.9	7.9
5	Dowa Yalanne Elementary	114	20.2	50.9	7.0	0.0	11.4	10.5

Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
6	Dowa Yalanne Elementary	114	14.9	64.0	7.9	0.0	5.3	7.9
7	Dowa Yalanne Elementary	114	14.9	67.5	6.1	1.8	3.5	6.1
8	Dowa Yalanne Elementary	114	45.6	45.6	3.5	0.0	0.0	5.3
9	Dowa Yalanne Elementary	114	22.8	65.8	1.8	0.0	6.1	3.5
10	Dowa Yalanne Elementary	114	27.2	67.5	4.4	0.9	0.0	0.0
1	Twin Buttes High	6	33.3	50.0	16.7	0.0	0.0	0.0
2	Twin Buttes High	6	0.0	83.3	0.0	16.7	0.0	0.0
3	Twin Buttes High	6	33.3	66.7	0.0	0.0	0.0	0.0
4	Twin Buttes High	6	33.3	50.0	16.7	0.0	0.0	0.0
5	Twin Buttes High	6	50.0	50.0	0.0	0.0	0.0	0.0
6	Twin Buttes High	6	50.0	50.0	0.0	0.0	0.0	0.0
7	Twin Buttes High	6	16.7	50.0	16.7	16.7	0.0	0.0
8	Twin Buttes High	6	50.0	50.0	0.0	0.0	0.0	0.0
9	Twin Buttes High	6	33.3	66.7	0.0	0.0	0.0	0.0
10	Twin Buttes High	6	50.0	50.0	0.0	0.0	0.0	0.0
1	Zuni High	177	20.3	52.5	8.5	5.1	8.5	5.1
2	Zuni High	177	15.8	63.8	7.9	2.3	5.1	5.1
3	Zuni High	177	16.4	56.5	9.0	2.8	5.1	10.2
4	Zuni High	177	19.8	55.4	10.7	1.7	4.0	8.5
5	Zuni High	177	11.9	48.6	10.7	3.4	13.0	12.4
6	Zuni High	177	14.1	49.7	15.8	5.1	6.8	8.5
7	Zuni High	177	18.6	55.4	11.9	3.4	4.5	6.2
8	Zuni High	177	18.1	53.7	10.7	4.0	2.3	11.3
9	Zuni High	177	15.3	57.1	7.9	1.7	4.5	13.6
10	Zuni High	177	33.9	50.3	0.0	1.1	1.7	13.0
1	Zuni Middle	147	12.9	49.7	18.4	9.5	8.2	1.4
2	Zuni Middle	147	12.2	64.6	6.8	2.7	8.8	4.8
3	Zuni Middle	147	19.7	64.6	5.4	3.4	2.7	4.1
4	Zuni Middle	147	18.4	63.3	6.8	2.7	2.7	6.1
5	Zuni Middle	147	12.9	56.5	6.8	3.4	10.2	10.2
6	Zuni Middle	147	10.2	63.9	6.8	2.0	6.1	10.9
7	Zuni Middle	147	12.2	64.6	9.5	5.4	5.4	2.7
8	Zuni Middle	147	31.3	56.5	2.7	2.7	1.4	5.4
9	Zuni Middle	147	19.0	63.9	6.1	3.4	2.7	4.8
10	Zuni Middle	147	20.4	63.3	8.8	4.1	0.0	3.4

Source: NMPED online anonymous parent survey
Blanks = No Data Available

Statewide Results for the National Assessment of Educational Progress (NAEP)

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, mathematics and science.

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Asian	12	27	32	29	***	***	***	***	***	***	***	***
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
SWD	1	4	12	83	#	9	41	50	#	13	43	57
ELL	#	3	13	84	#	5	36	60	#	2	22	78
ED	1	11	31	57	1	16	46	36	0	15	55	45
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
Nation	7	24	34	34	6	33	43	19	1	32	71	29

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19
Af Amer	1	15	40	44	2	11	42	45	***	***	***	***
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
SWD	#	4	21	75	#	5	17	77	0	9	23	77
ELL	#	1	13	87	#	2	18	80	#	1	13	87
ED	1	14	43	43	1	10	38	50	0	13	43	57
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
Nation	2	28	43	26	7	25	39	29	1	29	62	38

Source: <http://nationsreportcard.gov/>

Basic² is most comparable to Proficient on New Mexico's Standards Based Assessment

*** Too few students to report # Rounds to zero

Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

Source: <http://Nationsreportcard.gov/>

** NAEP does not accommodate students with severe disabilities; participation is not mandatory