



**Adequate Yearly Progress (AYP) Summary**

<b>Zuni Public Schools</b>	
<b>AYP Rating</b>	Not Met
<b>Improvement Status</b>	CA-2
<b>Schools rated in the district</b>	5
<b>Schools in Improvement</b>	0
<b>Schools in Corrective Action</b>	2
<b>Schools in Restructuring</b>	3

Source: NMPED 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 and 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 2011-2012, but that were derived from the achievement of students in the 2010-2011 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).

**Definitions and Abbreviations**

- Am Indian: American Indian or Alaskan Native
- 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

- ED: 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%)
- LEA: Local Education Agency which refers to either a district or a charter school

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

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

**Student Demographics**

	LEA		State	
	N	%	N	%
All Students	1,395	100	334,700	100
Female	676	48	163,202	49
Male	719	52	171,498	51
Caucasian	1	< 2	88,508	26
Afr Am	1	< 2	7,765	2
Hispanic	1	< 2	198,850	59
Asian	9	< 2	4,463	< 2
Am Indian	1,382	99	34,861	10
Native Hawaiian or Other Pacific Islander	1	< 2	253	< 2
SWD	197	14	47,480	14
ELL	629	45	53,815	16
Recently Arrived *	0	0	40	< 2
ED	1,211	87	228,186	68
Migrant	0	0	452	< 2

Source: LEA's 120th day submission to the NMPED STARS. \* ELL Students new to the U.S. who qualified for exemption from reading assessment.

### Adequate Yearly Progress (AYP) for Schools within LEA

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

Source: NMPED 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 a blank).

### Adequate Yearly Progress (AYP) for Subgroups within LEA

	Academic Indicator	Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD
		%	Students	%	Am	%	%	Indian	%	%	%
LEA	Reading Proficiency*	75	30					30	28	28	5
AShiwi Elementary	Reading Proficiency*	77	22					21	21	22	6
Dowa Yalanne Elementary	Reading Proficiency*	77	42					42	41	40	5
Twin Buttes High	Reading Proficiency*	75									
Zuni High	Reading Proficiency*	75	30					31	30	29	
Zuni Middle	Reading Proficiency*	72	28					28	24	20	4
LEA	Reading Participation	95	100					100	100	100	100
AShiwi Elementary	Reading Participation	95	100					100	100	100	
Dowa Yalanne Elementary	Reading Participation	95	100					100	100	100	
Twin Buttes High	Reading Participation	95									
Zuni High	Reading Participation	95	100					100	100	100	
Zuni Middle	Reading Participation	95	100					100	100	100	
LEA	Math Proficiency*	66	21					20	19	20	3
AShiwi Elementary	Math Proficiency*	68	12					11	8	10	6
Dowa Yalanne Elementary	Math Proficiency*	68	44					44	43	43	<2
Twin Buttes High	Math Proficiency*	66									
Zuni High	Math Proficiency*	66	24					23	24	22	
Zuni Middle	Math Proficiency*	63	12					11	11	8	<2
LEA	Math Participation	95	99					99	99	99	100
AShiwi Elementary	Math Participation	95	99					99	99	99	
Dowa Yalanne Elementary	Math Participation	95	100					100	100	100	
Twin Buttes High	Math Participation	95									
Zuni High	Math Participation	95	100					100	100	100	
Zuni Middle	Math Participation	95	99					99	99	99	
AShiwi Elementary	Attendance Rate	92	95					95	94	95	95
Dowa Yalanne Elementary	Attendance Rate	92	96					96	96	96	95
Zuni Middle	Attendance Rate	92	92					92	91	90	88

## Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
All Students in Grade 12	Graduation Rate	65	83					83	84	85	87
Twin Buttes High	Graduation Rate	65	55					55	49	55	
Zuni High	Graduation Rate	65	87					87	89	88	87
Zuni Middle	Graduation Rate	65	51					51	58	59	

Source: NMPED Assessment and Accountability; Full Academic Year only;

\* % of students scoring Proficient or Above;

Blank = Too few or no students to report

## Proficiencies by Grade Span for Subgroups - All<sup>1</sup> - within LEA

Academic Indicator		Goal	All	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
		%	%	%	%	%	%	%	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	33					32	31	31	5	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	28					27	24	20	4	
District Wide-Grades 11	Reading Proficiency*	75	26					26	26	26	7	
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	28					28	26	26	3	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	11					10	10	7	0	
District Wide-Grades 11	Math Proficiency*	66	21					20	21	21	7	

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;

\* % of students scoring Proficient or Above; Blank = Too few or no students to report

## Expenditures

	Expenditure (\$)	%
<b>Direct Instruction</b>	<b>6,272,106</b>	<b>49</b>
<b>Instructional Support</b>	<b>6,562,638</b>	<b>51</b>
Students	1,278,087	10
Instruction	281,323	2
General Administration	496,234	4
School Administration	863,241	7
Central Services	837,639	7
Operations Maintenance	2,589,841	20
Student Transportation	8,235	<1
Other	208,038	2
<b>Non-Instructional Support</b>	<b>0</b>	<b>&lt;1</b>
Food Services	0	<1
Community Services	0	<1
<b>Capital Outlay</b>	<b>0</b>	<b>&lt;1</b>
<b>Total</b>	<b>12,834,744</b>	<b>100</b>

## School Board Training

Board Member	Number of Points*
Audrey Simplicio	19
Carmelita Sanchez	10
George Devries	27
Tyler Lastiyano	11
Virginia Chavez	19

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.

Source: Projected expenditures reported to NMPED School Budget Office.

### 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 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 2011. 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 - All <sup>1</sup> - within LEA																					
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
State Current	100	25,771	6	47	25	22	0	100	25,768	4	48	35	13	0							
State Prior	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
LEA Current	100	89	0	45	31	24	0	100	89	0	36	49	15	0							
LEA Prior	100	100	0	51	35	14	0	100	100	0	40	54	6	0	100	100	1	79	20	0	0
Female	100	41	0	44	34	22	0	100	41	0	32	46	22	0							
Male	100	48	0	46	29	25	0	100	48	0	40	52	8	0							
Caucasian		0							0						0						
Afr Am		0							0						0						
Hispanic		1							1												
Asian		1							1												
Am Indian	100	87	0	45	31	24	0	100	87	0	36	49	15	0							
ELL	100	84	0	44	32	24	0	100	84	0	35	50	15	0							
ED	100	72	0	43	31	26	0	100	72	0	32	51	17	0							
SWD		7							7												

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

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
State Current	100	25,808	7	40	40	14	0	100	25,817	9	36	37	19	0	100	25,800	5	42	33	20	0
State Prior	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
LEA Current	100	95	1	33	43	23	0	100	95	1	36	40	23	0	100	95	1	33	33	34	0
LEA Prior	100	84	1	39	43	17	0	100	84	1	42	54	4	0	100	84	0	35	58	7	0
Female	100	37	0	32	49	19	0	100	37	0	38	43	19	0	100	37	0	32	30	38	0
Male	100	58	2	33	40	26	0	100	58	2	34	38	26	0	100	58	2	33	34	31	0
Caucasian		0							0							0					
Afr Am		0							0							0					
Hispanic		0							0							0					
Asian		1							1							1					
Am Indian	100	94	1	32	44	23	0	100	94	1	36	39	23	0	100	94	1	33	32	34	0
ELL	100	89	0	33	43	25	0	100	89	1	34	43	22	0	100	89	0	33	34	34	0
ED	100	79	1	33	43	23	0	100	79	1	34	42	23	0	100	79	1	32	32	35	0
SWD	100	18	0	6	28	67	0	100	18	0	0	44	56	0	100	18	0	0	33	67	0

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

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
State Current	100	25,481	9	43	36	12	0	100	25,481	9	33	39	19	0							
State Prior	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
LEA Current	100	80	0	18	59	24	0	99	80	0	9	54	36	1							
LEA Prior	100	95	2	39	49	9	0	100	95	1	14	75	11	0	100	95	0	22	74	4	0
Female	100	41	0	22	61	17	0	100	41	0	7	63	29	0							
Male	100	39	0	13	56	31	0	97	39	0	10	44	44	3							
Caucasian		0							0							0					
Afr Am		0							0							0					
Hispanic		0							0							0					
Asian		0							0							0					
Am Indian	100	80	0	18	59	24	0	99	80	0	9	54	36	1							
ELL	100	65	0	11	62	28	0	98	65	0	3	54	42	2							
ED	100	65	0	15	62	23	0	98	65	0	9	52	37	2							
SWD	100	13	0	0	46	54	0	100	13	0	0	31	69	0							

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

6th 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
State Current	100	25,026	9	39	36	16	0	100	25,019	5	32	41	22	0							
State Prior	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
LEA Current	100	81	4	25	52	20	0	100	80	0	8	56	36	0							
LEA Prior	100	70	3	31	50	16	0	100	70	10	13	66	11	0	100	70	0	24	61	14	0
Female	100	39	3	18	62	18	0	100	38	0	11	55	34	0							
Male	100	42	5	31	43	21	0	100	42	0	5	57	38	0							
Caucasian		0							0							0					
Afr Am		0							0							0					
Hispanic		0							0							0					
Asian		1							1												
Am Indian	100	80	4	25	51	20	0	100	79	0	8	56	37	0							
ELL	100	50	4	24	44	28	0	100	49	0	8	47	45	0							
ED	100	72	4	21	54	21	0	100	71	0	7	55	38	0							
SWD	100	10	0	10	20	70	0	100	10	0	0	20	80	0							

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

7th 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
State Current	100	24,366	6	42	36	16	0	100	24,375	5	33	38	24	0	99	24,362	9	31	35	25	1
State Prior	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
LEA Current	100	68	1	24	54	21	0	98	68	0	12	44	43	1	98	68	4	16	38	40	1
LEA Prior	100	92	2	34	54	10	0	100	92	3	10	64	23	0	100	92	2	27	60	11	0
Female	100	32	3	31	47	19	0	100	32	0	22	31	47	0	100	32	6	22	28	44	0
Male	100	36	0	17	61	22	0	97	36	0	3	56	39	3	97	36	3	11	47	36	3
Caucasian		0							0							0					
Afr Am		0							0							0					
Hispanic		0							0							0					
Asian		2							2							2					
Am Indian	100	66	0	23	56	21	0	98	66	0	9	45	44	2	98	66	3	15	39	41	2
ELL	100	36	3	11	58	28	0	97	36	0	8	39	50	3	97	36	3	8	42	44	3
ED	100	55	2	18	55	25	0	98	55	0	9	44	45	2	98	55	2	11	42	44	2
SWD		6							6							6					

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

### Proficiencies for Subgroups - All<sup>1</sup> - within LEA

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
State Current	100	24,055	7	47	29	17	0	100	24,058	4	36	43	16	0		1					
State Prior	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
LEA Current	100	91	1	29	42	29	0	100	91	0	14	58	27	0							
LEA Prior	100	98	3	50	41	6	0	100	98	2	21	69	7	0	100	98	0	12	76	12	0
Female	100	40	0	40	30	30	0	100	40	0	20	45	35	0							
Male	100	51	2	20	51	27	0	100	51	0	10	69	22	0							
Caucasian		0							0							0					
Afr Am		0							0							0					
Hispanic		0							0							0					
Asian		1							1												
Am Indian	100	90	1	28	42	29	0	100	90	0	13	59	28	0							
ELL	100	49	0	16	37	47	0	100	49	0	4	55	41	0							
ED	100	80	1	25	45	29	0	100	80	0	14	60	26	0							
SWD	100	12	0	0	33	67	0	100	12	0	0	17	83	0							

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

### Proficiencies for Subgroups within LEA

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
State Current	99	20,737	10	38	38	14	1	99	20,733	6	32	49	12	1	98	20,726	4	35	42	17	2
State Prior	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
LEA Current	100	82	1	24	55	20	0	100	82	0	21	59	21	0	99	82	0	20	50	29	1
LEA Prior	98	104	5	35	51	8	2	99	104	1	16	31	51	1	99	104	0	12	70	17	1
Female	100	43	2	28	60	9	0	100	43	0	21	65	14	0	100	43	0	19	60	21	0
Male	100	39	0	21	49	31	0	100	39	0	21	51	28	0	97	39	0	21	38	38	3
Caucasian		0							0							0					
Afr Am		0							0							0					
Hispanic		0							0							0					
Asian		2							2							2					
Am Indian	100	80	1	25	54	20	0	100	80	0	20	59	21	0	99	80	0	20	50	29	1
ELL	100	73	1	25	53	21	0	100	73	0	21	59	21	0	99	73	0	18	53	27	1
ED	100	81	1	25	56	19	0	100	81	0	21	59	20	0	99	81	0	20	49	30	1
SWD	100	15	0	7	13	80	0	100	15	0	7	33	60	0	100	15	0	7	33	60	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = Too few students to report

### Graduation - High School 4-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	26,490	67	12,895	72	13,595	63	7,863	76	616	62	14,394	64	351	84	3,266	60	9,271	61	5,209	66	14,089	61
LEA	146	83	75	93	71	71	1				1		1		143	83	139	85	25	87	133	84
Twin Buttes High	25	55	14	73	11	36									25	55	25	55	5		23	49
Zuni High	130	87	66	96	64	76	1				1		1		127	87	124	88	23	87	119	89
Zuni Middle	15	51	9		6										15	51	11	59	1		14	58

Source: PED Assessment and Accountability. Class of 2010; All students ever enrolled including part time.  
Blanks = Too few or no students to report

### Graduation - High School 5-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	27,290	70	13,270	74	14,020	68	8,440	78	744	68	14,137	67	340	85	3,629	64	9,820	68	5,530	68	13,486	65
LEA	194	73	88	84	106	65	1								193	73	188	74	26	63	186	75
Twin Buttes High	27	70	9		18	73									27	70	27	70	5		27	70
Zuni High	180	74	79	85	101	65	1								179	74	174	75	23	70	172	75
Zuni Middle																						

Source: PED Assessment and Accountability. Class of 2009; All students ever enrolled including part time.  
Blanks = Too few or no students to report

### Graduation - High School Non-Graduates within LEA

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATE	310	<2	5,489	21	1,734	6	1,334	5
LEA			15	10				
Twin Buttes High								
Zuni High			12	9				
Zuni Middle								

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; 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

### Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	0	0.0
High Poverty Schools	N/A	N/A
Low Poverty Schools	N/A	N/A
AShiwi 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: LEA's 120th day submission to NMPED;  
Blank = No data available



## Teacher Quality, Level of Education

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
STATE	22,031	56	42
LEA	99	64	33
AShiwi Elementary	26	65	35
Dowa Yalanne Elementary	24	54	42
Twin Buttes High	9	100	0
Zuni High	25	60	36
Zuni Middle	18	61	33

Source: LEA's 120th day submission to NMPED  
 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 STATE	90,980	36.5	54.3	3.7	1.3	3.2	1.1
2 STATE	91,126	33.0	52.8	7.6	2.6	3.1	0.9
3 STATE	91,050	36.9	52.2	5.5	1.4	3.1	0.9
4 STATE	91,192	35.9	50.8	7.7	2.0	2.1	1.5
5 STATE	91,185	31.0	50.9	6.0	1.9	9.2	1.1
6 STATE	91,109	31.7	53.0	6.8	2.5	4.7	1.2
7 STATE	91,168	25.3	48.5	12.8	3.7	7.7	2.0
8 STATE	91,172	44.5	46.6	5.2	1.7	1.2	0.9
9 STATE	91,082	32.3	53.3	5.9	1.8	5.4	1.3
10 STATE	91,006	38.5	51.3	6.2	1.4	1.4	1.2
1 LEA	440	17.7	61.6	9.1	3.9	6.1	1.6
2 LEA	441	9.1	60.1	15.6	5.9	8.6	0.7
3 LEA	438	23.3	66.0	4.8	1.6	2.3	2.1
4 LEA	436	22.9	60.8	8.9	1.1	2.8	3.4
5 LEA	442	17.2	57.0	10.9	2.3	11.1	1.6
6 LEA	441	18.4	58.5	11.3	3.9	6.1	1.8
7 LEA	443	13.1	60.3	13.8	2.7	8.4	1.8
8 LEA	440	30.0	59.1	6.8	1.8	0.9	1.4
9 LEA	433	19.4	62.4	6.7	1.8	6.9	2.8
10 LEA	437	23.8	62.9	8.2	3.0	1.4	0.7
1 AShiwi Elementary	108	23.1	63.0	6.5	3.7	3.7	0.0
2 AShiwi Elementary	109	16.5	67.0	4.6	1.8	8.3	1.8

Questions:

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- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
3	AShiwi Elementary	106	24.5	71.7	0.9	0.0	0.9	1.9
4	AShiwi Elementary	107	32.7	57.0	3.7	0.9	0.9	4.7
5	AShiwi Elementary	108	20.4	55.6	6.5	1.9	13.0	2.8
6	AShiwi Elementary	108	22.2	57.4	6.5	0.9	9.3	3.7
7	AShiwi Elementary	108	8.3	59.3	14.8	3.7	11.1	2.8
8	AShiwi Elementary	110	44.5	50.0	3.6	0.9	0.0	0.9
9	AShiwi Elementary	107	24.3	62.6	3.7	0.9	4.7	3.7
10	AShiwi Elementary	109	24.8	67.0	6.4	1.8	0.0	0.0
1	Dowa Yalanne Elementary	88	30.7	55.7	9.1	1.1	3.4	0.0
2	Dowa Yalanne Elementary	87	5.7	44.8	28.7	12.6	8.0	0.0
3	Dowa Yalanne Elementary	88	40.9	54.5	1.1	0.0	1.1	2.3
4	Dowa Yalanne Elementary	84	33.3	57.1	4.8	0.0	0.0	4.8
5	Dowa Yalanne Elementary	88	26.1	53.4	13.6	0.0	6.8	0.0
6	Dowa Yalanne Elementary	89	27.0	56.2	7.9	3.4	4.5	1.1
7	Dowa Yalanne Elementary	89	20.2	52.8	16.9	1.1	7.9	1.1
8	Dowa Yalanne Elementary	87	46.0	50.6	1.1	0.0	0.0	2.3
9	Dowa Yalanne Elementary	91	33.0	59.3	1.1	1.1	4.4	1.1
10	Dowa Yalanne Elementary	86	33.7	55.8	7.0	0.0	2.3	1.2
1	Twin Buttes High	13	15.4	69.2	7.7	0.0	7.7	0.0
2	Twin Buttes High	12	25.0	58.3	16.7	0.0	0.0	0.0
3	Twin Buttes High	15	33.3	60.0	0.0	0.0	0.0	6.7
4	Twin Buttes High	12	25.0	66.7	8.3	0.0	0.0	0.0
5	Twin Buttes High	13	23.1	61.5	7.7	0.0	7.7	0.0
6	Twin Buttes High	13	23.1	61.5	7.7	0.0	7.7	0.0
7	Twin Buttes High	12	25.0	66.7	0.0	0.0	8.3	0.0
8	Twin Buttes High	13	30.8	69.2	0.0	0.0	0.0	0.0
9	Twin Buttes High	13	38.5	53.8	0.0	0.0	0.0	7.7
10	Twin Buttes High	12	25.0	50.0	25.0	0.0	0.0	0.0
1	Zuni High	113	14.2	67.3	5.3	1.8	6.2	5.3
2	Zuni High	114	6.1	57.9	20.2	7.0	7.9	0.9
3	Zuni High	110	17.3	67.3	10.9	2.7	0.9	0.9
4	Zuni High	114	12.3	67.5	12.3	2.6	3.5	1.8
5	Zuni High	112	10.7	57.1	17.0	6.3	7.1	1.8
6	Zuni High	114	13.2	57.9	14.0	7.9	5.3	1.8
7	Zuni High	114	16.7	62.3	10.5	3.5	5.3	1.8
8	Zuni High	110	13.6	63.6	12.7	4.5	2.7	2.7

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Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
9	Zuni High	112	8.9	60.7	11.6	4.5	11.6	2.7
10	Zuni High	113	21.2	66.4	5.3	3.5	1.8	1.8
1	Zuni Middle	118	6.8	58.5	15.3	8.5	10.2	0.8
2	Zuni Middle	119	5.9	67.2	11.8	4.2	10.9	0.0
3	Zuni Middle	119	13.4	68.9	5.9	3.4	5.9	2.5
4	Zuni Middle	119	16.8	59.7	13.4	0.8	5.9	3.4
5	Zuni Middle	121	13.2	60.3	7.4	0.8	16.5	1.7
6	Zuni Middle	117	12.8	61.5	16.2	3.4	5.1	0.9
7	Zuni Middle	120	7.5	64.2	15.0	2.5	9.2	1.7
8	Zuni Middle	120	20.0	68.3	9.2	1.7	0.8	0.0
9	Zuni Middle	110	11.8	67.3	10.0	0.9	7.3	2.7
10	Zuni Middle	117	17.9	62.4	12.0	6.0	1.7	0.0

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. Assessment year is the most recent available at the time of this report

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

  

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

\* Information at <http://nationsreportcard.gov/>

Basic<sup>1</sup> is most comparable to Proficient on New Mexico's Standards Based Assessment

Blank = Too few or no 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

\* Information at <http://nationsreportcard.gov/>

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