



**NO CHILD LEFT BEHIND SUMMARY**

New Mexico Statewide NCLB Rating: **AYP Not Met SI-2**

District NCLB Rating: **AYP Not Met**

	Total Number	Percent
Schools that Met AYP	4	22.2
Schools in School Improvement	7	38.9
Schools in Corrective Action	1	5.6
Schools in Restructuring	7	38.9

**What is Adequate Yearly Progress (AYP)?**

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act 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 Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

**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 the attendance rate for elementary and middle schools and the graduation rate for high schools.

**Who has to meet AYP?**

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

**THIS REPORT INCLUDES:**

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

**2005-2006 STUDENT DEMOGRAPHICS\***

	Central		STATE WIDE	
	Number	Percent	Number	Percent
Female	3353	48.2	159519	48.6
Male	3599	51.8	168526	51.4
Caucasian	565	8.1	102066	31.1
African-American	19	.3	8226	2.5
Hispanic	158	2.3	177254	54
Asian/Pacific	9	.1	4136	1.3
American Indian/Alaskan Native	6201	89.2	36453	11.1
SWD	1284	18.5	50048	15.3
ELL	4502	64.8	70172	21.4
FRLP	6952	100	171635	52.3
Migrant	19	.3	1229	0.4

\*Source: ADS 40th day submission to Public Education Department.

School Name	NCLB Determination	Sanction	School Name	NCLB Determination	Sanction
Career Prep Alt	Meets AYP	SI-2 delay	Central HS	AYP Not Met	SI-2
Eva B Stokely ES	AYP Not Met	SI-1	Grace B Wilson ES	AYP Not Met	SI-1
Kirtland ES	AYP Not Met	SI-1	Kirtland MS	AYP Not Met	SI-2
Kirtland Early Childhood Ctr	Meets AYP	None	Mesa ES	AYP Not Met	Restr. 2
Naschitti ES	AYP Not Met	Restructuring 2	Natanni Nez ES	AYP Not Met	Restr. 1
Newcomb ES	AYP Not Met	CA	Newcomb HS	AYP Not Met	Restr. 1
Newcomb MS	AYP Not Met	Restructuring 2	Nizhoni ES	Meets AYP	Restr. 1 delay
Ojo Amarillo ES	AYP Not Met	None	Ruth N Bond ES	Meets AYP	None
Shiprock HS	AYP Not Met	SI-1	Tse'Bit'Ai MS	AYP Not Met	Restructuring 2

# NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with less than 10 students and is indicated by \*\*\*.

School Name	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE						American Indian/Alaskan Native	FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific				
All Students In Grades 3, 4 & 5	Math Proficiency	28	27.4	45.7	***	36.4	***	24.7	27.4	22.3	10.4
All Students In Grades 6, 7 & 8	Math Proficiency	15	20.9	50	***	32.3	***	18.1	20.9	14.9	4.2
All Students In Grades 9 & 11	Math Proficiency	22	22.5	69.8	***	31.3	***	19.1	22.5	17.8	1.9
Eva B Stokely ES	Math Proficiency	23	24.7	***	***	***	***	24.8	24.7	12.6	7.9
Grace B Wilson ES	Math Proficiency	23	30.0	43.9	***	35.3	***	23.9	30.0	23.4	6.5
Kirtland ES	Math Proficiency	23	39.3	55.2	***	31.6	***	34.5	39.3	31.3	1.9
Kitrland Early Childhood Ctr	Math Proficiency	28	37.5	54.6	***	***	***	28.6	37.5	30.0	0.0
Mesa ES	Math Proficiency	23	13.9	***	***	***	***	13.9	13.9	11.6	7.4
Naschitti ES	Math Proficiency	23	13.6	***	***	***	***	13.6	13.6	14.0	10.0
Natanni Nez ES	Math Proficiency	28	18.9	***	***	***	***	18.9	18.9	15.3	0.0
Newcomb ES	Math Proficiency	28	28.0	***	***	***	***	27.9	28.0	27.9	20.0
Nizhoni ES	Math Proficiency	28	22.6	***	***	***	***	22.6	22.6	23.5	***
Ojo Amarillo ES	Math Proficiency	23	21.2	***	***	***	***	21.2	21.2	20.3	21.4
Ruth N Bond ES	Math Proficiency	28	36.1	44.4	***	***	***	35.1	36.1	24.3	***
Career Prep Alt	Math Proficiency	22	9.1	***	***	***	***	9.1	9.1	***	***
Central HS	Math Proficiency	22	33.9	69.8	***	33.3	***	27.4	33.9	27.3	1.3
Newcomb HS	Math Proficiency	22	16.2	***	***	***	***	16.2	16.2	15.2	8.3
Shiprock HS	Math Proficiency	22	14.4	***	***	***	***	14.4	14.4	13.2	0.0
Kirtland MS	Math Proficiency	15	21.1	48.7	***	33.3	***	14.5	21.1	11.0	3.4
Newcomb MS	Math Proficiency	15	9.5	***	***	***	***	9.5	9.5	8.7	0.0
Tse'Bit'AI MS	Math Proficiency	15	22.3	***	***	***	***	22.3	22.3	20.5	7.3
All Students In Grades 3, 4 & 5	Reading Proficiency	45	42.0	62.2	***	57.6	***	38.8	42.0	35.4	15.2
All Students In Grades 6, 7 & 8	Reading Proficiency	38	37.5	76.9	***	61.3	***	33.6	37.5	29.8	10.0
All Students In Grades 9 & 11	Reading Proficiency	41	43.7	82.5	***	50.0	***	40.8	43.7	37.8	10.8
Eva B Stokely ES	Reading Proficiency	40	33.2	***	***	***	***	33.3	33.2	17.5	13.2
Grace B Wilson ES	Reading Proficiency	40	44.0	57.6	***	52.9	***	37.7	44.0	36.2	10.9
Kirtland ES	Reading Proficiency	40	51.5	74.6	***	52.6	***	43.3	51.5	38.4	5.7
Kitrland Early Childhood Ctr	Reading Proficiency	45	46.6	68.2	***	***	***	36.5	46.6	35.0	7.7
Mesa ES	Reading Proficiency	40	30.3	***	***	***	***	30.3	30.3	27.9	22.2
Naschitti ES	Reading Proficiency	40	18.6	***	***	***	***	18.6	18.6	15.8	0.0
Natanni Nez ES	Reading Proficiency	45	31.1	***	***	***	***	31.1	31.1	28.9	0.0
Newcomb ES	Reading Proficiency	45	46.2	***	***	***	***	45	46.2	44.2	23.3
Nizhoni ES	Reading Proficiency	45	43.4	***	***	***	***	43.4	43.4	45.1	***
Ojo Amarillo ES	Reading Proficiency	40	33.9	***	***	***	***	33.9	33.9	31.5	17.9
Ruth N Bond ES	Reading Proficiency	45	45.9	50.0	***	***	***	43.2	45.9	43.2	***
Career Prep Alt	Reading Proficiency	41	54.6	***	***	***	***	54.6	54.6	***	***
Central HS	Reading Proficiency	41	54.7	82.5	***	53.3	***	49.4	54.7	47.8	11.7
Newcomb HS	Reading Proficiency	41	30.3	***	***	***	***	30.3	30.3	29.7	16.7
Shiprock HS	Reading Proficiency	41	35.5	***	***	***	***	35.5	35.5	33.3	7.8
Kirtland MS	Reading Proficiency	41	48.5	78.4	***	66.7	***	41.1	48.5	38.8	12.5
Newcomb MS	Reading Proficiency	38	24.6	***	***	***	***	24.6	24.6	22.2	0.0

# NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools.

Results are not reported for subgroups with less than 10 students and is indicated by \*\*\*.

School Name	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE						American Indian/Alaskan Native	FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific				
Tse'Bit'AI MS	Reading Proficiency	41	34.8	***	***	***	***	34.8	34.8	32.5	10.9
<<<Statewide>>>	Attendance Rate	92	94.7	95.5	95.3	94.6	97.1	92.9	94.3	94.2	93.8
---District---	Attendance Rate	92	93.8	95.7	97.3	93.9	97.4	93.6	93.9	93.5	92.9
All Students In Grades 3, 4 & 5	Attendance Rate	92	94.6	96.1	***	94.9	***	94.3	94.7	94.3	93.7
All Students In Grades 6, 7 & 8	Attendance Rate	92	94.0	94.9	***	91.4	***	94.0	94.2	93.7	93.0
All Students In Grades 9 & 11	Attendance Rate	92	92.9	95.7	***	94.5	***	92.7	92.9	92.7	91.9
Career Prep Alt	Attendance Rate	92	89.4	***	***	***	***	89.4	89.4	90.0	87.0
Eva B Stokely ES	Attendance Rate	92	94.6	***	***	***	***	94.6	94.6	94.3	93.5
Grace B Wilson ES	Attendance Rate	92	95.3	95.3	***	94.4	***	95.4	95.3	95.1	94.1
Kirtland ES	Attendance Rate	92	95.7	96.4	***	94.7	***	95.6	95.8	95.3	95.2
Kirtland MS	Attendance Rate	92	93.5	94.8	***	90.3	***	93.5	93.8	93.0	92.0
Kirtland Early Childhood Ctr	Attendance Rate	92	94.1	96.5	***	***	***	93.5	94.1	93.9	91.6
Mesa ES	Attendance Rate	92	95.5	***	***	***	***	95.5	95.6	95.5	94.0
Naschitti ES	Attendance Rate	92	93.7	***	***	***	***	93.7	93.6	93.6	94.5
Natanni Nez ES	Attendance Rate	92	93.6	***	***	***	***	93.6	93.7	93.1	93.3
Newcomb ES	Attendance Rate	92	93.4	***	***	***	***	93.4	93.7	93.4	92.1
Newcomb MS	Attendance Rate	92	92.3	***	***	***	***	92.3	92.5	92.0	90.1
Nizhoni ES	Attendance Rate	92	93.1	***	***	***	***	93.1	93.3	92.9	91.5
Ojo Amarillo ES	Attendance Rate	92	94.7	***	***	***	***	94.7	95.0	95.0	93.9
Ruth N Bond ES	Attendance Rate	92	95.5	96.0	***	95.3	***	95.3	95.6	95.3	95.1
Tse'Bit'AI MS	Attendance Rate	92	94.6	***	***	***	***	94.6	94.8	94.3	95.0
<<<Statewide>>>	Graduation Rate	90	87.0	91.4	88.0	85.3	87.6	79.7	84.4	74.9	81.7
---Districtwide---	Graduation Rate	90	86.0	95.2	***	***	***	85.2	86.0	81.3	81.5
Career Prep Alt	Graduation Rate	90	65.5	***	***	***	***	65.5	65.5	57.9	***
Central Hs	Graduation Rate	90	86.4	95.2	***	***	***	84.4	86.4	77.3	87.0
Shiprock Hs	Graduation Rate	90	94.5	***	***	***	***	94.5	94.5	93.2	89.5
Newcomb Hs	Graduation Rate	90	73.4	***	***	***	***	73.4	73.4	71.8	***

# ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the New Mexico Standards Based Assessment (NMSBA), the New Mexico High School Standards Assessment (NMHSSA) and the NM Alternate (NMALT) for Students with Disabilities. These assessment were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2005-06 school year. The assessments were administered during March 2006. Results for groups of less than 10 students are not reported and are indicated by \*\*\*. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	204	3	43	37	15	0	99	204	1	30	57	8	0
	Male	98	229	1	32	34	29	1	99	229	0	29	58	10	1
Ethnicity	Caucasian	100	42	4	54	28	11	0	100	42	0	50	45	4	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	***	***	***	***	***	***	100	***	***	***	***	***	***
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	98	379	2	34	37	24	1	99	379	1	27	59	10	1	
Status	SWD**	97	69	4	14	18	59	2	97	69	0	14	59	23	2
	ELL*	99	298	1	34	39	24	0	99	298	1	26	60	11	0
	FRLP	99	433	2	37	36	22	0	99	433	1	30	57	9	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	433	2	37	36	22	0	99	433	1	30	57	9	0
	2004-05	98	483	2	33	37	26	2	99	483	0	21	66	11	2
NM State	2005-06	99	24090	6	48	29	15	0	99	24105	4	41	46	7	0
	2004-05	98	23593	5	50	27	16	2	99	23582	4	39	49	7	1

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	219	8	34	42	13	0	100	218	7	27	48	17	0
	Male	99	259	3	26	48	21	0	99	259	3	20	56	18	0
Ethnicity	Caucasian	100	52	13	34	42	9	0	100	52	15	21	50	13	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	15	20	33	40	6	0	100	15	6	33	46	13	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	99	411	4	29	46	19	0	99	410	4	23	53	18	0	
Status	SWD**	98	97	1	10	38	49	1	98	97	1	8	46	43	1
	ELL*	99	338	3	26	50	19	0	99	337	2	21	56	18	0
	FRLP	99	478	5	30	45	17	0	99	477	5	23	52	18	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	478	5	30	45	17	0	99	477	5	23	52	18	0
	2004-05	99	434	6	31	44	18	1	99	434	3	32	53	11	1
NM State	2005-06	99	23816	10	43	34	11	0	99	23833	8	32	48	10	0
	2004-05	98	23970	10	42	35	11	2	99	23966	7	32	50	10	1

\*ELL - English Language Learners

\*\*SWD - Students with Disabilities.

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	205	8	47	36	7	0	83	205	1	20	51	9	16
	Male	99	241	5	31	48	13	0	86	241	1	13	54	17	13
Ethnicity	Caucasian	100	44	13	65	15	4	0	95	44	9	36	47	2	4
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	14	0	42	50	7	0	100	14	0	21	64	14	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	99	386	6	35	46	11	0	83	386	0	14	53	14	16	
Status	SWD**	100	71	1	11	43	43	0	85	71	1	4	49	30	14
	ELL*	99	307	5	32	48	13	0	82	307	0	12	52	16	17
	FRLP	99	446	6	39	43	10	0	84	446	1	16	53	13	15
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	446	6	39	43	10	0	84	446	1	16	53	13	15
	2004-05	100	491	4	37	47	11	0	100	491	0	17	64	18	0
NM State	2005-06	99	24194	14	42	33	9	0	99	24199	6	28	49	15	0
	2004-05	99	24660	16	41	33	10	1	99	24659	4	23	57	15	1

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	245	4	31	56	8	0	100	245	3	17	57	21	0
	Male	100	236	2	22	62	12	0	100	236	5	19	57	18	0
Ethnicity	Caucasian	100	34	11	58	26	2	0	100	34	17	35	35	11	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	11	0	54	45	0	0	100	11	18	18	45	18	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	433	2	23	62	11	0	100	433	3	16	59	21	0	
Status	SWD**	100	84	4	3	50	41	0	100	84	1	3	40	54	0
	ELL*	100	341	2	17	68	12	0	100	341	2	11	63	23	0
	FRLP	100	481	3	27	59	10	0	100	481	4	18	57	20	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	481	3	27	59	10	0	100	481	4	18	57	20	0
	2004-05	100	535	2	24	64	10	0	100	535	2	14	58	26	0
NM State	2005-06	99	24598	4	35	48	10	0	97	24608	4	19	51	22	2
	2004-05	99	25022	4	37	48	10	1	99	25010	4	18	54	24	1

\*ELL - English Language Learners

\*\*SWD - Students with Disabilities.

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	279	3	42	45	8	0	100	279	0	20	50	28	0
	Male	100	282	1	31	54	12	0	99	283	1	17	49	31	0
Ethnicity	Caucasian	100	42	11	66	19	2	0	100	42	4	47	35	11	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	12	8	41	50	0	0	100	12	0	25	58	16	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	100	505	1	34	52	11	0	99	506	0	16	50	32	0
Status	SWD**	100	95	1	9	44	45	0	100	95	0	4	25	70	0
	ELL*	100	405	0	32	54	11	0	99	406	0	15	52	31	0
	FRLP	100	561	2	36	50	10	0	99	562	1	18	49	30	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	561	2	36	50	10	0	99	562	1	18	49	30	0
	2004-05	100	617	3	34	48	14	0	99	617	1	8	52	39	1
NM State	2005-06	99	25165	5	44	38	10	0	97	25180	3	19	47	26	2
	2004-05	99	25499	7	43	38	11	1	99	25492	2	18	50	29	1

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	285	2	47	44	5	0	100	285	2	16	56	25	0
	Male	99	324	0	29	54	15	0	99	324	1	16	50	30	0
Ethnicity	Caucasian	97	40	2	77	17	0	2	97	40	5	37	50	5	2
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	13	0	76	23	0	0	100	13	0	30	61	7	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	99	554	1	33	52	11	0	99	554	1	14	53	30	0
Status	SWD**	98	98	4	7	44	42	1	98	98	1	4	23	70	1
	ELL*	99	444	0	32	54	12	0	99	444	1	12	54	31	0
	FRLP	99	609	1	37	49	10	0	99	609	1	16	53	28	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	609	1	37	49	10	0	99	609	1	16	53	28	0
	2004-05	99	601	0	36	48	14	1	98	601	1	14	52	31	2
NM State	2005-06	99	25652	3	47	38	10	0	97	25659	4	22	47	23	2
	2004-05	99	25835	3	48	36	11	1	99	25825	4	20	51	24	1

\*ELL - English Language Learners

\*\*SWD - Students with Disabilities.

**9TH GRADE**

**READING**

**MATHEMATICS**

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	95	317	0	35	36	21	4	97	317	1	19	62	13	2
	Male	96	320	0	23	35	36	3	98	320	1	21	55	20	1
Ethnicity	Caucasian	100	40	7	70	12	10	0	100	40	15	60	17	7	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	11	0	54	27	18	0	100	11	0	45	36	18	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		95	582	0	26	38	31	4	97	582	0	17	61	17	2
Status	SWD**	98	107	0	8	24	64	1	95	107	0	1	47	45	4
	ELL*	95	492	0	25	39	31	4	97	492	0	17	62	16	2
	FRLP	96	637	0	29	36	29	3	97	637	1	20	58	17	2
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	96	637	0	29	36	29	3	97	637	1	20	58	17	2
	2004-05	98	712	0	30	36	31	2	98	712	2	21	52	23	2
NM State	2005-06	97	28060	1	42	28	25	2	97	28040	5	27	48	16	2
	2004-05	97	27637	2	41	29	25	3	96	27618	5	29	44	18	4

**11TH GRADE**

**READING**

**MATHEMATICS**

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	261	6	53	34	5	0	99	261	1	15	64	18	0
	Male	99	263	5	47	40	5	0	98	263	3	18	52	23	1
Ethnicity	Caucasian	100	29	20	72	6	0	0	100	29	13	48	27	10	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native		99	486	5	49	38	5	0	98	486	1	15	60	21	1
Status	SWD**	98	66	1	12	53	31	1	98	66	0	1	27	69	1
	ELL*	99	364	4	46	40	6	0	98	364	1	13	59	23	1
	FRLP	99	524	6	50	37	5	0	98	524	2	16	58	20	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	524	6	50	37	5	0	98	524	2	16	58	20	1
	2004-05	97	531	4	46	40	7	3	98	531	2	18	56	23	2
NM State	2005-06	98	20449	12	45	27	12	1	97	20470	6	23	45	21	2
	2004-05	95	20322	12	45	28	11	5	95	20323	7	23	44	21	5

\*ELL - English Language Learners

\*\*SWD - Students with Disabilities.



## School Board Member Participation\*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Manning, Randy	11
King, Stanley	21
Todacheene, B.	14
Duncan, Glenn	19
Clah, Rozana	15

Source: 2005-06 New Mexico School Board Association annual report.

\* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

## Data on District Budgeted Expenditures

	Expenditure	Percent
Direct Instruction	\$28445169	54
Instructional Support	9775933	18
Administration	1295633	2
Business and Support Services	1143258	2
Operations/Maintenance of Plant	8031845	15
Food Services	0	0
Athletics	1003936	2
Non-Instructional Student Support	249321	0
Community Services	680884	1
Transportation Services	0	0
Capital Outlay	2358416	4
Total	\$52984395	98

Source: Preliminary end of year school-reported budgeted expenditures to NM Public Education Department School Budget office as of September 27, 2006 reports.

# Teacher Quality Data\*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE 0.68% DISTRICT 13.2 %

	Emergency or Provisional Credentials.	Core Classes and Highly Qualified Teachers.
Percent of Teachers High Poverty Schools	0.79%	94.8%
Percent of Teachers Low Poverty Schools	0.72%	87.7%

	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers* Spring 2006
STATE WIDE	24102	62.3%	37.7%	90.7%
Central District Wide	501	72.7	27.3	93.8
Career Prep Alt	13	69.2	30.8	95.7
Central HS	58	79.3	20.7	93.9
Eva B Stokely ES	23	56.5	43.5	96.6
Grace B Wilson ES	24	79.2	20.8	80
Kirtland ES	37	54.1	45.9	93.3
Kirtland MS	41	80.5	19.5	99.2
Kitrland Early Childhood Ctr	7	71.4	28.6	100
Mesa ES	16	81.3	18.8	97.8
Naschitti ES	12	50	50	82.4
Natanni Nez ES	27	77.8	22.2	87
Newcomb ES	27	70.4	29.6	87.8
Newcomb HS	32	75	25	98.7
Newcomb MS	18	66.7	33.3	100
Nizhoni ES	24	87.5	12.5	91.7
Ojo Amarillo ES	26	73.1	26.9	78.3
Ruth N Bond ES	29	72.4	27.6	91.5
Shiprock HS	49	75.5	24.5	89.7
Tse'Bit'AI MS	34	67.6	32.4	95.3

\* See explanation of data source on last page.

\*\*\* = missing or not available

Note: Difference in teacher totals and school totals may occur because of district assignments.

# Parent Survey on the Quality of Education

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- 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.
- \* \*\*\* indicates no data reported.

# = Number % = Percent

SQ# = Question Number

SA Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Central District Total	1	1250	1696	122	25	83	28	39	52.9	3.8	.8	2.6	.9
Central District Total	2	1038	1718	217	89	113	29	32.4	53.6	6.8	2.8	3.5	.9
Central District Total	3	1338	1612	127	24	73	27	41.8	50.4	4	.7	2.3	.8
Central District Total	4	1379	1560	138	25	51	51	43	48.7	4.3	.8	1.6	1.6
Central District Total	5	1154	1633	128	38	225	26	36	51	4	1.2	7	.8
Central District Total	6	1007	1746	183	52	155	50	31.5	54.7	5.7	1.6	4.9	1.6
Central District Total	7	840	1652	355	94	190	73	26.2	51.6	11.1	2.9	5.9	2.3
Central District Total	8	1340	1603	149	29	51	27	41.9	50.1	4.7	.9	1.6	.8
Central District Total	9	1072	1725	173	28	161	45	33.5	53.8	5.4	.9	5	1.4
Central District Total	10	1222	1721	170	23	22	46	38.1	53.7	5.3	.7	.7	1.4
Kitrland Early Childhood Ctr	1	67	40	1	1	***	***	61.5	36.7	.9	.9	***	***
Kitrland Early Childhood Ctr	2	69	33	3	4	***	***	63.3	30.3	2.8	3.7	***	***
Kitrland Early Childhood Ctr	3	66	41	1	1	***	***	60.6	37.6	.9	.9	***	***
Kitrland Early Childhood Ctr	4	64	43	1	***	1	***	58.7	39.4	.9	***	.9	***
Kitrland Early Childhood Ctr	5	56	46	2	1	4	***	51.4	42.2	1.8	.9	3.7	***
Kitrland Early Childhood Ctr	6	51	49	1	2	6	***	46.8	45	.9	1.8	5.5	***
Kitrland Early Childhood Ctr	7	34	50	6	4	11	4	31.2	45.9	5.5	3.7	10.1	3.7
Kitrland Early Childhood Ctr	8	77	31	1	***	***	***	70.6	28.4	.9	***	***	***
Kitrland Early Childhood Ctr	9	64	42	***	1	2	***	58.7	38.5	***	.9	1.8	***
Kitrland Early Childhood Ctr	10	54	51	2	***	2	***	49.5	46.8	1.8	***	1.8	***
Career Prep Alt	1	25	53	1	***	8	***	28.7	60.9	1.1	***	9.2	***
Career Prep Alt	2	16	48	9	3	9	2	18.4	55.2	10.3	3.4	10.3	2.3
Career Prep Alt	3	21	53	6	1	5	1	24.1	60.9	6.9	1.1	5.7	1.1
Career Prep Alt	4	16	48	8	3	8	4	18.4	55.2	9.2	3.4	9.2	4.6
Career Prep Alt	5	19	51	3	2	11	1	21.8	58.6	3.4	2.3	12.6	1.1
Career Prep Alt	6	24	49	3	***	10	1	27.6	56.3	3.4	***	11.5	1.1
Career Prep Alt	7	14	37	16	3	13	4	16.1	42.5	18.4	3.4	14.9	4.6
Career Prep Alt	8	22	56	4	***	3	2	25.3	64.4	4.6	***	3.4	2.3
Career Prep Alt	9	17	58	7	1	3	1	19.5	66.7	8	1.1	3.4	1.1

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  - 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.
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	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Career Prep Alt	10	35	43	6	***	2	1	40.2	49.4	6.9	***	2.3	1.1
Eva B Stokely ES	1	91	100	1	***	7	2	45.3	49.8	.5	***	3.5	1
Eva B Stokely ES	2	113	81	1	***	6	***	56.2	40.3	.5	***	3	***
Eva B Stokely ES	3	109	86	2	***	3	1	54.2	42.8	1	***	1.5	.5
Eva B Stokely ES	4	95	96	4	***	4	2	47.3	47.8	2	***	2	1
Eva B Stokely ES	5	94	89	5	***	12	1	46.8	44.3	2.5	***	6	.5
Eva B Stokely ES	6	84	99	4	***	10	4	41.8	49.3	2	***	5	2
Eva B Stokely ES	7	74	101	11	1	8	6	36.8	50.2	5.5	.5	4	3
Eva B Stokely ES	8	91	97	3	***	4	1	46.4	49.5	1.5	***	2	.5
Eva B Stokely ES	9	86	101	3	***	8	3	42.8	50.2	1.5	***	4	1.5
Eva B Stokely ES	10	91	97	9	1	***	3	45.3	48.3	4.5	.5	***	1.5
Kirtland MS	1	11	39	6	***	1	1	19	67.2	10.3	***	1.7	1.7
Kirtland MS	2	7	26	17	5	3	***	12.1	44.8	29.3	8.6	5.2	***
Kirtland MS	3	16	38	4	***	***	***	27.6	65.5	6.9	***	***	***
Kirtland MS	4	18	27	7	1	2	3	31	46.6	12.1	1.7	3.4	5.2
Kirtland MS	5	20	31	3	***	3	1	34.5	53.4	5.2	***	5.2	1.7
Kirtland MS	6	12	22	5	4	2	2	25.5	46.8	10.6	8.5	4.3	4.3
Kirtland MS	7	16	33	7	1	1	***	27.6	56.9	12.1	1.7	1.7	***
Kirtland MS	8	17	30	8	1	1	1	29.3	51.7	13.8	1.7	1.7	1.7
Kirtland MS	9	17	30	4	2	5	***	29.3	51.7	6.9	3.4	8.6	***
Kirtland MS	10	26	27	2	1	1	1	44.8	46.6	3.4	1.7	1.7	1.7
Central HS	1	38	194	27	8	14	7	13.2	67.4	9.4	2.8	4.9	2.4
Central HS	2	29	179	42	13	17	8	10.1	62.2	14.6	4.5	5.9	2.8
Central HS	3	45	186	32	6	10	9	15.6	64.6	11.1	2.1	3.5	3.1
Central HS	4	49	168	33	12	12	14	17	58.3	11.5	4.2	4.2	4.9
Central HS	5	47	172	21	4	38	6	16.3	59.7	7.3	1.4	13.2	2.1
Central HS	6	40	179	27	9	28	5	13.9	62.2	9.4	3.1	9.7	1.7
Central HS	7	48	182	31	8	16	3	16.7	63.2	10.8	2.8	5.6	1
Central HS	8	31	186	43	11	12	5	10.8	64.6	14.9	3.8	4.2	1.7

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SQ# = Question Number

SA Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
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	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Central HS	9	23	177	35	6	35	12	8	61.5	12.2	2.1	12.2	4.2
Central HS	10	92	166	20	3	3	4	31.9	57.6	6.9	1	1	1.4
Kirtland ES	1	235	309	7	1	5	4	41.9	55.1	1.2	.2	.9	.7
Kirtland ES	2	211	303	26	5	13	3	37.6	54	4.6	.9	2.3	.5
Kirtland ES	3	226	300	19	2	9	5	40.3	53.5	3.4	.4	1.6	.9
Kirtland ES	4	243	289	16	2	6	5	43.3	51.5	2.9	.4	1.1	.9
Kirtland ES	5	233	275	18	12	20	3	41.5	49	3.2	2.1	3.6	.5
Kirtland ES	6	179	319	27	11	20	5	31.9	56.9	4.8	2	3.6	.9
Kirtland ES	7	129	255	93	28	33	23	23	45.5	16.6	5	5.9	4.1
Kirtland ES	8	257	260	21	6	9	8	45.8	46.3	3.7	1.1	1.6	1.4
Kirtland ES	9	196	294	34	6	21	10	34.9	52.4	6.1	1.1	3.7	1.8
Kirtland ES	10	198	298	39	10	2	14	35.3	53.1	7	1.8	.4	2.5
Shiprock HS	1	4	57	10	2	9	***	4.9	69.5	12.2	2.4	11	***
Shiprock HS	2	10	54	12	1	5	***	12.2	65.9	14.6	1.2	6.1	***
Shiprock HS	3	15	53	11	***	2	1	18.3	64.6	13.4	***	2.4	1.2
Shiprock HS	4	20	54	6	1	1	***	24.4	65.9	7.3	1.2	1.2	***
Shiprock HS	5	13	56	6	1	6	***	15.9	68.3	7.3	1.2	7.3	***
Shiprock HS	6	8	53	12	2	6	1	9.8	64.6	14.6	2.4	7.3	1.2
Shiprock HS	7	15	53	8	2	4	***	18.3	64.6	9.8	2.4	4.9	***
Shiprock HS	8	17	57	5	2	1	***	20.7	69.5	6.1	2.4	1.2	***
Shiprock HS	9	10	56	7	5	4	***	12.2	68.3	8.5	6.1	4.9	***
Shiprock HS	10	20	48	11	1	2	***	24.4	58.5	13.4	1.2	2.4	***
Ruth N Bond ES	1	181	190	10	***	2	1	47.1	49.5	2.6	***	.5	.3
Ruth N Bond ES	2	132	214	19	4	12	3	34.4	55.7	4.9	1	3.1	.8
Ruth N Bond ES	3	198	169	10	***	5	2	51.6	44	2.6	***	1.3	.5
Ruth N Bond ES	4	190	177	11	1	***	5	49.5	46.1	2.9	.3	***	1.3
Ruth N Bond ES	5	149	191	6	1	32	5	38.8	49.7	1.6	.3	8.3	1.3
Ruth N Bond ES	6	144	210	10	1	16	3	37.5	54.7	2.6	.3	4.2	.8
Ruth N Bond ES	7	127	183	34	7	24	9	33.1	47.7	8.9	1.8	6.3	2.3

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Ruth N Bond ES	8	197	174	10	***	1	2	51.3	45.3	2.6	***	.3	.5
Ruth N Bond ES	9	166	194	9	***	12	3	43.2	50.5	2.3	***	3.1	.8
Ruth N Bond ES	10	148	211	20	***	1	4	38.5	54.9	5.2	***	.3	1
Natanni Nez ES	1	49	81	4	2	2	2	35	57.9	2.9	1.4	1.4	1.4
Natanni Nez ES	2	24	84	13	5	11	3	17.1	60	9.3	3.6	7.9	2.1
Natanni Nez ES	3	55	80	1	***	2	2	39.3	57.1	.7	***	1.4	1.4
Natanni Nez ES	4	60	73	2	***	1	4	42.9	52.1	1.4	***	.7	2.9
Natanni Nez ES	5	40	76	9	2	13	***	28.6	54.3	6.4	1.4	9.3	***
Natanni Nez ES	6	33	89	9	2	4	3	23.6	63.6	6.4	1.4	2.9	2.1
Natanni Nez ES	7	22	83	19	4	7	5	15.7	59.3	13.6	2.9	5	3.6
Natanni Nez ES	8	67	68	1	***	1	3	47.9	48.6	.7	***	.7	2.1
Natanni Nez ES	9	43	80	7	***	6	4	30.7	57.1	5	***	4.3	2.9
Natanni Nez ES	10	47	84	4	1	1	3	33.6	60	2.9	.7	.7	2.1
Ojo Amarillo ES	1	52	40	3	1	2	1	52.5	40.4	3	1	2	1
Ojo Amarillo ES	2	57	41	1	***	***	***	57.6	41.4	1	***	***	***
Ojo Amarillo ES	3	51	41	1	***	3	***	53.1	42.7	1	***	3.1	***
Ojo Amarillo ES	4	51	46	1	***	***	1	51.5	46.5	1	***	***	1
Ojo Amarillo ES	5	46	41	***	***	11	1	46.5	41.4	***	***	11.1	1
Ojo Amarillo ES	6	42	46	3	***	7	1	42.4	46.5	3	***	7.1	1
Ojo Amarillo ES	7	36	47	3	***	10	3	36.4	47.5	3	***	10.1	3
Ojo Amarillo ES	8	54	41	2	***	1	1	54.5	41.4	2	***	1	1
Ojo Amarillo ES	9	42	50	2	***	3	2	42.4	50.5	2	***	3	2
Ojo Amarillo ES	10	45	48	3	***	***	3	45.5	48.5	3	***	***	3
Mesa ES	1	135	94	6	***	5	4	55.3	38.5	2.5	***	2	1.6
Mesa ES	2	107	130	***	1	5	1	43.9	53.3	***	.4	2	.4
Mesa ES	3	145	92	2	1	4	***	59.4	37.7	.8	.4	1.6	***
Mesa ES	4	146	92	2	1	2	1	59.8	37.7	.8	.4	.8	.4
Mesa ES	5	118	107	5	1	12	1	48.4	43.9	2	.4	4.9	.4
Mesa ES	6	114	120	5	1	4	***	46.7	49.2	2	.4	1.6	***

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STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
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	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Mesa ES	7	97	121	8	7	8	3	39.8	49.6	3.3	2.9	3.3	1.2
Mesa ES	8	135	102	6	***	***	1	55.3	41.8	2.5	***	***	.4
Mesa ES	9	114	112	6	***	11	1	46.7	45.9	2.5	***	4.5	.4
Mesa ES	10	115	113	8	2	3	3	47.1	46.3	3.3	.8	1.2	1.2
Naschitti ES	1	39	32	2	***	3	1	50.6	41.6	2.6	***	3.9	1.3
Naschitti ES	2	19	42	8	6	2	***	24.7	54.5	10.4	7.8	2.6	***
Naschitti ES	3	24	47	3	1	1	1	31.2	61	3.9	1.3	1.3	1.3
Naschitti ES	4	40	33	2	***	***	2	51.9	42.9	2.6	***	***	2.6
Naschitti ES	5	21	45	3	2	5	1	27.3	58.4	3.9	2.6	6.5	1.3
Naschitti ES	6	19	44	4	1	6	3	24.7	57.1	5.2	1.3	7.8	3.9
Naschitti ES	7	24	36	10	2	5	***	31.2	46.8	13	2.6	6.5	***
Naschitti ES	8	23	49	3	***	2	***	29.9	63.6	3.9	***	2.6	***
Naschitti ES	9	23	48	4	***	2	***	29.9	62.3	5.2	***	2.6	***
Naschitti ES	10	31	43	2	***	1	***	40.3	55.8	2.6	***	1.3	***
Newcomb ES	1	128	164	9	1	6	***	41.6	53.2	2.9	.3	1.9	***
Newcomb ES	2	71	158	33	35	8	3	23.1	51.3	10.7	11.4	2.6	1
Newcomb ES	3	146	141	3	6	11	1	47.4	45.8	1	1.9	3.6	.3
Newcomb ES	4	158	131	10	1	3	5	51.3	42.5	3.2	.3	1	1.6
Newcomb ES	5	102	163	17	9	15	2	33.1	52.9	5.5	2.9	4.9	.6
Newcomb ES	6	93	165	23	6	6	15	30.2	53.6	7.5	1.9	1.9	4.9
Newcomb ES	7	78	173	27	11	16	3	25.3	56.2	8.8	3.6	5.2	1
Newcomb ES	8	128	160	14	1	4	1	41.6	51.9	4.5	.3	1.3	.3
Newcomb ES	9	109	160	17	2	18	2	35.4	51.9	5.5	.6	5.8	.6
Newcomb ES	10	123	160	20	1	1	3	39.9	51.9	6.5	.3	.3	1
Newcomb MS	1	10	31	12	1	9	1	15.6	48.4	18.8	1.6	14.1	1.6
Newcomb MS	2	20	32	5	3	3	1	31.3	50	7.8	4.7	4.7	1.6
Newcomb MS	3	22	29	4	3	5	1	34.4	45.3	6.3	4.7	7.8	1.6
Newcomb MS	4	16	33	7	1	5	2	25	51.6	10.9	1.6	7.8	3.1
Newcomb MS	5	12	33	8	1	8	2	18.8	51.6	12.5	1.6	12.5	3.1

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Newcomb MS	6	8	27	18	6	4	1	12.5	42.2	28.1	9.4	6.3	1.6
Newcomb MS	7	4	29	14	8	8	1	6.3	45.3	21.9	12.5	12.5	1.6
Newcomb MS	8	11	32	9	2	8	2	17.2	50	14.1	3.1	12.5	3.1
Newcomb MS	9	9	30	7	3	11	4	14.1	46.9	10.9	4.7	17.2	6.3
Newcomb MS	10	19	38	2	***	1	4	29.7	59.4	3.1	***	1.6	6.3
Newcomb HS	1	2	5	2	2	1	1	15.4	38.5	15.4	15.4	7.7	7.7
Newcomb HS	2	2	7	1	***	2	1	15.4	53.8	7.7	***	15.4	7.7
Newcomb HS	3	2	8	2	***	1	***	15.4	61.5	15.4	***	7.7	***
Newcomb HS	4	4	7	***	***	1	1	30.8	53.8	***	***	7.7	7.7
Newcomb HS	5	4	5	2	***	2	***	30.8	38.5	15.4	***	15.4	***
Newcomb HS	6	2	4	4	2	1	***	15.4	30.8	30.8	15.4	7.7	***
Newcomb HS	7	2	2	5	2	2	***	15.4	15.4	38.5	15.4	15.4	***
Newcomb HS	8	3	8	***	***	2	***	23.1	61.5	***	***	15.4	***
Newcomb HS	9	3	9	***	***	1	***	23.1	69.2	***	***	7.7	***
Newcomb HS	10	4	7	1	***	1	***	30.8	53.8	7.7	***	7.7	***
Nizhoni ES	1	91	106	2	1	2	2	44.6	52	1	.5	1	1
Nizhoni ES	2	72	117	7	2	4	2	35.3	57.4	3.4	1	2	1
Nizhoni ES	3	86	100	8	2	7	1	42.2	49	3.9	1	3.4	.5
Nizhoni ES	4	94	99	6	***	3	2	46.1	48.5	2.9	***	1.5	1
Nizhoni ES	5	80	113	5	***	6	***	39.2	55.4	2.5	***	2.9	***
Nizhoni ES	6	67	115	8	1	9	4	32.8	56.4	3.9	.5	4.4	2
Nizhoni ES	7	47	126	16	2	9	4	23	61.8	7.8	1	4.4	2
Nizhoni ES	8	98	100	5	***	1	***	48	49	2.5	***	.5	***
Nizhoni ES	9	71	119	8	***	3	3	34.8	58.3	3.9	***	1.5	1.5
Nizhoni ES	10	82	116	5	***	1	***	40.2	56.9	2.5	***	.5	***
Tse'Bit'Ai MS	1	7	23	4	1	2	***	18.9	62.2	10.8	2.7	5.4	***
Tse'Bit'Ai MS	2	3	25	5	2	2	***	8.1	67.6	13.5	5.4	5.4	***
Tse'Bit'Ai MS	3	10	17	7	1	1	1	27	45.9	18.9	2.7	2.7	2.7
Tse'Bit'Ai MS	4	12	20	3	1	1	***	32.4	54.1	8.1	2.7	2.7	***



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Tse'Bit'Ai MS	5	9	17	3	1	7	***	24.3	45.9	8.1	2.7	18.9	***
Tse'Bit'Ai MS	6	5	24	3	1	4	***	13.5	64.9	8.1	2.7	10.8	***
Tse'Bit'Ai MS	7	7	20	7	***	3	***	18.9	54.1	18.9	***	8.1	***
Tse'Bit'Ai MS	8	10	23	3	1	***	***	27	62.2	8.1	2.7	***	***
Tse'Bit'Ai MS	9	7	22	4	***	4	***	18.9	59.5	10.8	***	10.8	***
Tse'Bit'Ai MS	10	12	22	2	1	***	***	32.4	59.5	5.4	2.7	***	***
Grace B Wilson ES	1	85	138	15	4	5	1	34.3	55.6	6	1.6	2	.4
Grace B Wilson ES	2	76	144	15	***	11	2	30.6	58.1	6	***	4.4	.8
Grace B Wilson ES	3	101	131	11	***	4	1	40.7	52.8	4.4	***	1.6	.4
Grace B Wilson ES	4	103	124	19	1	1	***	41.5	50	7.7	.4	.4	***
Grace B Wilson ES	5	91	122	12	1	20	2	36.7	49.2	4.8	.4	8.1	.8
Grace B Wilson ES	6	82	132	17	3	12	2	33.1	53.2	6.9	1.2	4.8	.8
Grace B Wilson ES	7	66	121	40	4	12	5	26.6	48.8	16.1	1.6	4.8	2
Grace B Wilson ES	8	102	129	11	5	1	***	41.1	52	4.4	2	.4	***
Grace B Wilson ES	9	72	143	19	2	12	***	29	57.7	7.7	.8	4.8	***
Grace B Wilson ES	10	80	149	14	2	***	3	32.3	60.1	5.6	.8	***	1.2

## Data Definitions and Explanations

### Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD - Students with Disabilities

### No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
  - (a) perform a data analysis to determine why it did not make AYP,
  - (b) amend its Educational Plan for Student Success (EPSS), and
  - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

**How can a school be removed from improvement status?** By reaching AYP targets for two consecutive years.

### Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

### Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2005-06 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from the report:

For the Spring 2006 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 10/20/2006.

### Feeder Schools Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequately Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

### High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free and Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free and Reduced Lunch (Bottom 25%).