



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

CENTRAL CONS.

NO CHILD LEFT BEHIND SUMMARY

CENTRAL CONS.

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	17	100
Schools in School Improvement	5	29
Schools in Corrective Action	3	18
Schools in Restructuring	8	47

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

2006-2007 STUDENT DEMOGRAPHICS*

	CENTRAL CONS.		STATE WIDE	
	Number	Percent	Number	Percent
Female	3244	48.4	159155	48.8
Male	3454	51.6	167000	51.2
Caucasian	563	8.4	99600	30.5
African-American	19	0.3	8523	2.6
Hispanic	144	2.1	178091	54.6
Asian/Pacific Islander	6	0.1	4246	1.3
American Indian	5966	89.1	35679	10.9
English Language Learners	2654	39.6	60832	18.7
Students with Disabilities	1215	18.1	48634	14.9
Free/Reduced Lunch Program	6693	99.9	193840	59.4
Migrant	0	0.0	796	0.2

*Source: STARS 120th day submission to Public Education Department.

NO CHILD LEFT BEHIND

2007-08 STATE ACCOUNTABILITY DATA (AYP)

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
CAREER PREP ALT	AYP Not Met	CA	CENTRAL HIGH	AYP Not Met	CA
EVA B. STOKELY ELEM	AYP Not Met	SI-2	GRACE B. WILSON ELEM	Meets AYP	SI-1 delay
KIRTLAND ELEMENTARY	Meets AYP	SI-1 delay	KIRTLAND MIDDLE	AYP Not Met	CA
MESA ELEMENTARY	AYP Not Met	Restructuring 2	NASCHITTI ELEMENTARY	AYP Not Met	Restructuring 2
NATAANI NEZ ELEM	AYP Not Met	Restructuring 2	NEWCOMB ELEMENTARY	Meets AYP	R-1 Delay
NEWCOMB HIGH	AYP Not Met	Restructuring 2	NEWCOMB MIDDLE	AYP Not Met	Restructuring 2
NIZHONI ELEMENTARY	AYP Not Met	Restructuring 2	OJO AMARILLO ELEM	AYP Not Met	SI-1
RUTH N. BOND ELEM	AYP Not Met	Progressing	SHIPROCK HIGH	AYP Not Met	SI-2
TSE'BIT'AI MIDDLE	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 fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
All Students in Grades 3, 4 & 5	Reading Proficiency	49	43.5	62.2	***	61.8	***	40.4	43.5	31.4	14.5
All students in Grades 6, 7 & 8	Reading Proficiency	42	37.7	75.2	***	53.3	***	33.8	37.7	28.7	4.0
All Students in Grades 9 & 11	Reading Proficiency	45	36.2	82.8	***	71.4	***	32.5	36.2	28.2	3.4
CAREER PREP ALT	Reading Proficiency	45	29.4	***	***	***	***	29.4	29.4	***	***
CENTRAL HIGH	Reading Proficiency	45	44.0	82.8	***	71.4	***	35.6	44.0	31.2	6.0
EVA B. STOKELY ELEM	Reading Proficiency	44	32.6	***	***	***	***	32.3	32.6	25.5	18.2
GRACE B. WILSON ELEM	Reading Proficiency	44	53.0	62.3	***	55.6	***	48.9	53.0	40.7	25.0
KIRTLAND ELEMENTARY	Reading Proficiency	44	55.9	67.1	***	47.4	***	52.5	55.9	42.4	15.4
KIRTLAND MIDDLE	Reading Proficiency	45	46.4	80.3	***	70.0	***	38.3	46.4	31.8	12.2
MESA ELEMENTARY	Reading Proficiency	44	27.6	***	***	***	***	27.6	27.6	19.1	11.4
NASCHITTI ELEMENTARY	Reading Proficiency	44	31.4	***	***	***	***	31.4	31.4	25.6	***
NATAANI NEZ ELEM	Reading Proficiency	49	30.7	***	***	***	***	30.7	30.7	16.7	***
NEWCOMB ELEMENTARY	Reading Proficiency	49	47.5	***	***	***	***	47.9	47.5	39.7	33.3
NEWCOMB HIGH	Reading Proficiency	45	23.0	***	***	***	***	23.0	23.0	24.2	<1.0
NEWCOMB MIDDLE	Reading Proficiency	42	28.8	***	***	***	***	28.6	28.8	23.8	<1.0
NIZHONI ELEMENTARY	Reading Proficiency	49	44.7	***	***	***	***	44.7	44.7	20.0	***
OJO AMARILLO ELEM	Reading Proficiency	44	26.9	***	***	***	***	27.0	26.9	23.2	11.8
RUTH N. BOND ELEM	Reading Proficiency	49	43.8	59.3	***	***	***	35.2	43.8	24.2	<1.0
SHIPROCK HIGH	Reading Proficiency	45	34.1	***	***	***	***	34.1	34.1	28.8	7.4
TSE'BIT'AI MIDDLE	Reading Proficiency	45	39.2	***	***	***	***	39.2	39.2	35.4	6.5
All Students in Grades 3, 4 & 5	Math Proficiency	33	33.0	51.2	***	41.2	***	30.3	33.0	23.8	14.4
All students in Grades 6, 7 & 8	Math Proficiency	20	24.8	57.1	***	40.0	***	21.3	24.8	15.7	3.0
All Students in Grades 9 & 11	Math Proficiency	27	26.3	69.0	***	57.1	***	23.0	26.3	19.0	4.7
CAREER PREP ALT	Math Proficiency	27	<1.0	***	***	***	***	<1.0	<1.0	***	***
CENTRAL HIGH	Math Proficiency	27	40.1	69.0	***	57.1	***	34.1	40.1	29.4	8.3
EVA B. STOKELY ELEM	Math Proficiency	28	28.8	***	***	***	***	28.5	28.8	19.0	15.2
GRACE B. WILSON ELEM	Math Proficiency	28	38.7	52.5	***	33.3	***	33.6	38.7	23.9	22.5
KIRTLAND ELEMENTARY	Math Proficiency	28	46.9	57.1	***	36.8	***	43.9	46.9	40.2	23.1
KIRTLAND MIDDLE	Math Proficiency	20	27.7	53.0	***	45.0	***	21.5	27.7	14.0	7.3
MESA ELEMENTARY	Math Proficiency	28	15.6	***	***	***	***	15.6	15.6	6.6	5.7
NASCHITTI ELEMENTARY	Math Proficiency	28	17.7	***	***	***	***	17.7	17.7	5.1	***
NATAANI NEZ ELEM	Math Proficiency	33	21.0	***	***	***	***	21.0	21.0	8.3	***
NEWCOMB ELEMENTARY	Math Proficiency	33	62.5	***	***	***	***	63.0	62.5	61.5	50.0
NEWCOMB HIGH	Math Proficiency	27	13.3	***	***	***	***	13.3	13.3	14.1	<1.0
NEWCOMB MIDDLE	Math Proficiency	20	15.3	***	***	***	***	14.9	15.3	10.5	<1.0

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

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School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
NIZHONI ELEMENTARY	Math Proficiency	33	12.8	***	***	***	***	12.8	12.8	<1.0	***	
OJO AMARILLO ELEM	Math Proficiency	28	14.8	***	***	***	***	14.9	14.8	13.0	2.9	
RUTH N. BOND ELEM	Math Proficiency	33	37.1	55.6	***	***	***	25.9	37.1	21.2	<1.0	
SHIPROCK HIGH	Math Proficiency	27	19.0	***	***	***	***	19.0	19.0	15.2	5.5	
TSE'BIT'AI MIDDLE	Math Proficiency	20	23.3	***	***	***	***	23.3	23.3	20.6	4.4	
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.9	95.9	***	94.2	***	94.8	94.9	94.7	94.2	
All students in Grades 6, 7 & 8	Attendance Rate	92	93.8	95.0	***	94.0	***	93.7	93.8	93.5	92.5	
EVA B. STOKELY ELEM	Attendance Rate	92	94.6	***	***	***	***	94.6	94.6	94.4	93.3	
GRACE B. WILSON ELEM	Attendance Rate	92	95.0	95.3	***	92.7	***	95.2	95.0	95.0	94.5	
KIRTLAND ELEMENTARY	Attendance Rate	92	95.4	95.5	***	94.0	***	95.4	95.4	95.5	95.5	
KIRTLAND MIDDLE	Attendance Rate	92	93.9	95.0	***	93.6	***	93.7	93.9	93.5	93.9	
MESA ELEMENTARY	Attendance Rate	92	94.3	***	***	***	***	94.3	94.3	94.1	93.5	
NASCHITTI ELEMENTARY	Attendance Rate	92	94.6	***	***	***	***	94.6	94.6	95.1	***	
NATAANI NEZ ELEM	Attendance Rate	92	93.9	***	***	***	***	93.9	93.9	93.3	***	
NEWCOMB ELEMENTARY	Attendance Rate	92	93.8	***	***	***	***	93.8	93.8	93.8	92.7	
NEWCOMB MIDDLE	Attendance Rate	92	92.4	***	***	***	***	92.4	92.4	92.2	88.8	
NIZHONI ELEMENTARY	Attendance Rate	92	93.7	***	***	***	***	93.6	93.7	93.0	***	
OJO AMARILLO ELEM	Attendance Rate	92	94.7	***	***	***	***	94.7	94.7	94.6	94.1	
RUTH N. BOND ELEM	Attendance Rate	92	95.4	95.4	***	***	***	95.3	95.4	95.8	94.8	
TSE'BIT'AI MIDDLE	Attendance Rate	92	93.5	***	***	***	***	93.5	93.5	93.5	90.9	
All Students in Grade 12	Graduation Rate	90	84.2	100.0	***	100.0	***	82.9	84.4	83.3	84.4	
CAREER PREP ALT	Graduation Rate	90	62.5	***	***	***	***	62.5	62.5	***	***	
CENTRAL HIGH	Graduation Rate	90	88.2	100.0	***	88.9	***	86.2	88.1	82.2	82.6	
EVA B. STOKELY ELEM	Graduation Rate	90	100.0	***	***	***	***	100.0	100.0	<1.0	100.0	
NEWCOMB HIGH	Graduation Rate	90	93.0	***	***	***	***	93.0	93.0	92.5	100.0	
SHIPROCK HIGH	Graduation Rate	90	83.5	***	***	***	***	83.4	84.0	84.4	82.4	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for Students with Disabilities. These assessments 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 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer 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	100	224	2	43	36	19	0	100	224	1	25	65	9	0
	Male	100	202	3	33	35	29	0	100	202	2	20	66	12	0
Ethnicity	Caucasian	100	51	2	63	25	10	0	100	51	4	47	47	2	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	93	15	7	33	20	33	7	100	15	0	33	33	33	7
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	100	357	2	35	37	25	0	100	357	1	18	69	11	0
Status	SWD ²	98	62	6	11	18	63	2	100	62	5	8	63	24	2
	ELL ³	99	150	1	24	35	39	1	100	150	1	13	69	17	1
	FRLP	100	426	3	38	35	24	0	100	426	1	23	65	11	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	426	3	38	35	24	0	100	426	1	23	65	11	0
	2005-06	99	433	3	38	36	23	1	99	433	1	30	58	10	1
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

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	206	12	44	38	5	0	100	207	9	35	51	5	0
	Male	99	250	5	32	42	20	1	100	251	10	32	44	14	0
Ethnicity	Caucasian	100	48	15	52	21	13	0	100	48	21	40	33	6	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	11	9	64	27	0	0	100	11	9	36	45	9	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	99	395	8	34	44	14	1	100	397	8	33	49	10	0
Status	SWD ²	99	67	9	12	34	43	1	100	67	4	15	45	36	0
	ELL ³	99	253	4	27	50	17	1	100	253	6	27	55	12	0
	FRLP	99	456	8	37	41	13	1	100	458	10	34	47	10	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	456	8	37	41	13	1	100	458	10	34	47	10	0
	2005-06	100	478	6	30	46	18	0	100	477	5	24	53	18	0
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

¹ includes Alaskan Natives ² SWD - Students with Disabilities ³ ELL - English Language Learners

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	238	13	37	42	8	0	100	239	7	24	56	13	0
	Male	100	249	4	34	44	18	0	100	249	5	26	57	12	0
Ethnicity	Caucasian	100	50	16	46	30	8	0	100	50	8	40	46	6	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	16	6	63	25	6	0	100	17	0	41	53	6	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	420	8	34	45	13	0	100	420	6	23	58	14	0
Status	SWD ²	100	89	3	17	40	39	0	100	89	7	11	60	22	0
	ELL ³	100	326	5	31	50	14	0	100	326	4	20	61	15	0
	FRLP	100	487	9	36	43	13	0	100	488	6	25	56	13	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	487	9	36	43	13	0	100	488	6	25	56	13	0
	2005-06	100	446	7	39	43	11	0	85	446	1	17	53	13	15
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

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	216	4	31	52	12	0	100	216	4	25	56	15	0
	Male	100	237	1	22	54	23	0	100	237	4	20	56	20	0
Ethnicity	Caucasian	100	43	19	49	26	7	0	100	43	16	49	35	0	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	12	0	33	67	0	0	100	12	17	25	50	8	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	396	1	23	56	20	0	100	396	2	19	59	20	0
Status	SWD ²	100	74	3	4	34	59	0	100	74	0	8	43	49	0
	ELL ³	100	292	1	18	58	23	0	100	292	1	13	63	23	0
	FRLP	100	453	3	26	53	18	0	100	453	4	22	56	18	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	453	3	26	53	18	0	100	453	4	22	56	18	0
	2005-06	100	481	3	27	59	11	0	100	481	4	18	57	20	0
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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	246	7	36	50	7	0	100	245	2	16	62	19	0
	Male	100	251	3	27	55	15	0	100	251	3	19	51	27	0
Ethnicity	Caucasian	100	37	24	43	30	3	0	100	37	5	35	54	5	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	100	10	30	50	10	10	0	100	10	20	20	50	10	0
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	447	3	30	55	12	0	100	446	2	16	57	25	0
	ELL ³	100	78	1	4	58	37	0	100	78	1	0	32	67	0
	FRLP	100	327	2	26	58	14	0	100	326	2	11	57	29	0
	Migrant	100	497	5	32	52	11	0	100	496	3	18	56	23	0
All Students	2006-07	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	2005-06	100	497	5	32	52	11	0	100	496	3	18	56	23	0
NM State	2006-07	100	561	2	37	50	11	0	100	562	1	19	50	30	0
	2005-06	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
		99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

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	271	1	46	43	10	0	100	271	1	22	52	25	0
	Male	100	282	1	36	48	15	0	100	282	4	21	52	24	0
Ethnicity	Caucasian	100	42	5	71	19	5	0	100	42	14	36	36	14	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	11	0	64	27	9	0	100	11	0	45	45	9	0
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	498	1	38	48	13	0	100	498	2	19	54	25	0
	ELL ³	100	85	5	6	44	46	0	100	85	5	4	27	65	0
	FRLP	100	372	0	35	51	14	0	100	372	1	16	55	27	0
	Migrant	100	553	1	41	46	12	0	100	553	3	21	52	24	0
All Students	2006-07	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	2005-06	100	553	1	41	46	12	0	100	553	3	21	52	24	0
NM State	2006-07	100	609	1	38	50	11	0	100	609	2	16	54	28	0
	2005-06	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
		99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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	99	288	1	37	40	21	1	99	288	2	28	57	12	1
	Male	98	350	1	31	31	35	2	98	350	3	24	58	13	2
Ethnicity	Caucasian	100	30	3	77	20	0	0	100	30	17	53	27	3	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	10	0	50	30	20	0	100	10	0	30	60	10	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	98	596	1	31	36	30	2	98	596	2	24	59	13	2
Status	SWD ²	100	109	2	6	24	68	0	100	109	2	6	51	41	0
	ELL ³	98	441	1	26	38	33	2	98	441	2	21	62	14	2
	FRLP	98	638	1	34	35	29	2	98	638	3	26	58	13	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	638	1	34	35	29	2	98	638	3	26	58	13	2
	2005-06	96	637	0	30	36	29	4	98	637	2	21	59	17	2
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

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	284	2	32	51	14	1	99	284	1	14	60	25	1
	Male	99	251	3	29	49	18	1	99	251	4	19	46	30	1
Ethnicity	Caucasian	100	31	6	77	16	0	0	100	31	10	58	32	0	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	99	494	2	27	53	17	1	99	494	2	13	56	29	1
Status	SWD ²	99	77	0	1	49	48	1	100	77	0	4	30	66	0
	ELL ³	99	386	2	24	54	20	1	99	386	2	10	55	32	1
	FRLP	99	535	2	31	50	16	1	99	535	2	16	53	27	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	535	2	31	50	16	1	99	535	2	16	53	27	1
	2005-06	100	524	6	51	37	6	0	99	524	2	17	59	21	1
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

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
Benally, Hoskie	13
Lopez, Rozana	21
Lowe, Elayne Grace	10
Manning, Randy	24
Redhorse, Dorothy	14

Source: 2006-07 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 Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	30,039,043	57
Instructional Support Services	20,096,611	38
Students	3,390,773	17
Instruction	1,274,849	6
General Administration	919,239	5
School Administration	4,114,738	20
Central Services	1,446,617	7
Operations & Maintenance	8,816,248	44
Student Transportation	134,147	1
Non-Instructional Support	560,701	1
Food Services	774	<1
Community Services	559,927	100
Capital Outlay	1,799,210	3
Total Expenditures	52,495,564	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 4.35%

		Emergency or provisional Credentials.	Core Classes not taught by Highly Qualified Teachers.	
Percent of Teachers High Poverty Schools		0.72%	7.8%	
Percent of Teachers Low Poverty Schools		0.15%	11.0%	
	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 not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	552	69.4	29.3	6.5
CAREER PREP ALT	12	58.3	33.3	2.6
CENTRAL DISTRICT OFF	10	70.0	20.0	***
CENTRAL HIGH	61	75.4	24.6	6.8
EVA B. STOKELY ELEM	22	59.1	40.9	0.0
GRACE B. WILSON ELEM	23	69.6	30.4	2.3
HOME SCHOOL	1	0.0	.0	***
KIRLAND PRE-K EARLY	10	70.0	30.0	0.0
KIRTLAND ELEMENTARY	39	64.1	35.9	16.9
KIRTLAND MIDDLE	41	80.5	19.5	10.7
MESA ELEMENTARY	22	68.2	27.3	6.2
NASCHITTI ELEMENTARY	14	42.9	57.1	6.2
NATAANI NEZ ELEM	30	70.0	30.0	0.0
NEWCOMB ELEMENTARY	31	67.7	32.3	2.2
NEWCOMB HIGH	31	74.2	22.6	2.8
NEWCOMB MIDDLE	19	63.2	31.6	0.0
NIZHONI ELEMENTARY	30	80.0	20.0	1.9
OJO AMARILLO ELEM	34	79.4	20.6	5.4
RUTH N. BOND ELEM	31	67.7	32.3	12.5
SHIPROCK HIGH	57	68.4	29.8	6.0
TSE'BIT'AI MIDDLE	34	58.8	41.2	9.9

* See explanation of data source on last page.

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

*** = missing or not available

Parent Survey on the Quality of Education Spring 2007

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.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion							
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1
DISTRICT WIDE TOTALS	1	1087	1667	175	70	152	81	33.6	51.6	5.4	2.2	4.7	2.5
DISTRICT WIDE TOTALS	2	920	1706	297	87	152	70	28.5	52.8	9.2	2.7	4.7	2.2
DISTRICT WIDE TOTALS	3	1163	1702	157	28	120	62	36.0	52.7	4.9	0.9	3.7	1.9
DISTRICT WIDE TOTALS	4	1148	1638	199	43	86	118	35.5	50.7	6.2	1.3	2.7	3.7
DISTRICT WIDE TOTALS	5	915	1611	223	66	332	85	28.3	49.8	6.9	2.0	10.3	2.6
DISTRICT WIDE TOTALS	6	866	1772	214	54	225	101	26.8	54.8	6.6	1.7	7.0	3.1
DISTRICT WIDE TOTALS	7	769	1671	342	96	234	120	23.8	51.7	10.6	3.0	7.2	3.7
DISTRICT WIDE TOTALS	8	1282	1583	154	49	87	77	39.7	49.0	4.8	1.5	2.7	2.4
DISTRICT WIDE TOTALS	9	974	1725	194	49	197	93	30.1	53.4	6.0	1.5	6.1	2.9
DISTRICT WIDE TOTALS	10	1218	1740	143	22	38	71	37.7	53.8	4.4	0.7	1.2	2.2
CAREER PREP ALT	1	26	34	6	2	0	1	37.7	49.3	8.7	2.9	0.0	1.4
CAREER PREP ALT	2	9	42	10	4	3	1	13.0	60.9	14.5	5.8	4.3	1.4
CAREER PREP ALT	3	27	34	3	1	2	2	39.1	49.3	4.3	1.4	2.9	2.9
CAREER PREP ALT	4	20	40	2	0	5	2	29.0	58.0	2.9	0.0	7.2	2.9
CAREER PREP ALT	5	13	44	6	2	3	1	18.8	63.8	8.7	2.9	4.3	1.4
CAREER PREP ALT	6	23	37	4	0	5	0	33.3	53.6	5.8	0.0	7.2	0.0
CAREER PREP ALT	7	11	38	5	4	8	3	15.9	55.1	7.2	5.8	11.6	4.3

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#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion										
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
CAREER PREP ALT	8	17	43	3	0	2	4	24.6	62.3	4.3	0.0	2.9	5.8			
CAREER PREP ALT	9	15	42	3	0	6	3	21.7	60.9	4.3	0.0	8.7	4.3			
CAREER PREP ALT	10	33	27	4	2	1	2	47.8	39.1	5.8	2.9	1.4	2.9			
CENTRAL DISTRICT OFF	1	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0			
CENTRAL DISTRICT OFF	2	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0			
CENTRAL DISTRICT OFF	3	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0			
CENTRAL DISTRICT OFF	4	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0			
CENTRAL DISTRICT OFF	5	1	0	1	0	0	0	50.0	0.0	50.0	0.0	0.0	0.0			
CENTRAL DISTRICT OFF	6	1	1	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0			
CENTRAL DISTRICT OFF	7	1	0	1	0	0	0	50.0	0.0	50.0	0.0	0.0	0.0			
CENTRAL DISTRICT OFF	8	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0			
CENTRAL DISTRICT OFF	9	1	0	1	0	0	0	50.0	0.0	50.0	0.0	0.0	0.0			
CENTRAL DISTRICT OFF	10	2	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0			
CENTRAL HIGH	1	41	180	42	27	34	34	11.5	50.3	11.7	7.5	9.5	9.5			
CENTRAL HIGH	2	32	158	77	33	27	31	8.9	44.1	21.5	9.2	7.5	8.7			
CENTRAL HIGH	3	50	198	51	6	23	30	14.0	55.3	14.2	1.7	6.4	8.4			
CENTRAL HIGH	4	47	151	74	16	28	42	13.1	42.2	20.7	4.5	7.8	11.7			
CENTRAL HIGH	5	41	160	61	25	39	32	11.5	44.7	17.0	7.0	10.9	8.9			
CENTRAL HIGH	6	39	179	62	12	35	31	10.9	50.0	17.3	3.4	9.8	8.7			
CENTRAL HIGH	7	61	197	42	11	20	27	17.0	55.0	11.7	3.1	5.6	7.5			
CENTRAL HIGH	8	54	205	32	12	22	33	15.1	57.3	8.9	3.4	6.1	9.2			
CENTRAL HIGH	9	35	190	38	24	39	32	9.8	53.1	10.6	6.7	10.9	8.9			
CENTRAL HIGH	10	113	185	18	1	7	34	31.6	51.7	5.0	0.3	2.0	9.5			
EVA B. STOKELY ELEM	1	109	152	7	6	8	8	37.6	52.4	2.4	2.1	2.8	2.8			
EVA B. STOKELY ELEM	2	132	139	4	3	7	5	45.5	47.9	1.4	1.0	2.4	1.7			
EVA B. STOKELY ELEM	3	122	148	7	2	8	3	42.1	51.0	2.4	0.7	2.8	1.0			
EVA B. STOKELY ELEM	4	107	159	13	0	3	8	36.9	54.8	4.5	0.0	1.0	2.8			

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#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion							
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
EVA B. STOKELY ELEM	5	107	152	5	0	20	6	36.9	52.4	1.7	0.0	6.9	2.1
EVA B. STOKELY ELEM	6	88	164	10	2	19	7	30.3	56.6	3.4	0.7	6.6	2.4
EVA B. STOKELY ELEM	7	90	153	18	5	16	8	31.0	52.8	6.2	1.7	5.5	2.8
EVA B. STOKELY ELEM	8	137	131	10	4	5	3	47.2	45.2	3.4	1.4	1.7	1.0
EVA B. STOKELY ELEM	9	107	164	7	1	7	4	36.9	56.6	2.4	0.3	2.4	1.4
EVA B. STOKELY ELEM	10	113	158	11	1	3	4	39.0	54.5	3.8	0.3	1.0	1.4
GRACE B. WILSON ELEM	1	40	144	16	6	13	5	17.9	64.3	7.1	2.7	5.8	2.2
GRACE B. WILSON ELEM	2	26	147	32	3	14	2	11.6	65.6	14.3	1.3	6.3	0.9
GRACE B. WILSON ELEM	3	53	147	11	2	9	2	23.7	65.6	4.9	0.9	4.0	0.9
GRACE B. WILSON ELEM	4	51	141	16	2	8	6	22.8	62.9	7.1	0.9	3.6	2.7
GRACE B. WILSON ELEM	5	40	127	19	2	32	4	17.9	56.7	8.5	0.9	14.3	1.8
GRACE B. WILSON ELEM	6	42	132	18	0	24	8	18.8	58.9	8.0	0.0	10.7	3.6
GRACE B. WILSON ELEM	7	37	116	43	8	17	3	16.5	51.8	19.2	3.6	7.6	1.3
GRACE B. WILSON ELEM	8	68	126	17	4	6	3	30.4	56.3	7.6	1.8	2.7	1.3
GRACE B. WILSON ELEM	9	43	136	16	2	18	9	19.2	60.7	7.1	0.9	8.0	4.0
GRACE B. WILSON ELEM	10	56	134	23	7	2	2	25.0	59.8	10.3	3.1	0.9	0.9
KIRLAND PRE-K EARLY	1	111	46	2	0	0	0	69.8	28.9	1.3	0.0	0.0	0.0
KIRLAND PRE-K EARLY	2	110	37	10	1	1	0	69.2	23.3	6.3	0.6	0.6	0.0
KIRLAND PRE-K EARLY	3	114	44	0	1	0	0	71.7	27.7	0.0	0.6	0.0	0.0
KIRLAND PRE-K EARLY	4	113	43	1	0	0	2	71.1	27.0	0.6	0.0	0.0	1.3
KIRLAND PRE-K EARLY	5	88	56	3	0	11	1	55.3	35.2	1.9	0.0	6.9	0.6
KIRLAND PRE-K EARLY	6	84	69	2	0	4	0	52.8	43.4	1.3	0.0	2.5	0.0
KIRLAND PRE-K EARLY	7	57	64	12	0	14	12	35.8	40.3	7.5	0.0	8.8	7.5
KIRLAND PRE-K EARLY	8	119	37	3	0	0	0	74.8	23.3	1.9	0.0	0.0	0.0
KIRLAND PRE-K EARLY	9	99	55	3	0	2	0	62.3	34.6	1.9	0.0	1.3	0.0
KIRLAND PRE-K EARLY	10	84	72	3	0	0	0	52.8	45.3	1.9	0.0	0.0	0.0
KIRTLAND ELEMENTARY	1	161	180	3	1	9	4	45.0	50.3	0.8	0.3	2.5	1.1

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#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
KIRTLAND ELEMENTARY	2	144	196	11	0	4	3	40.2	54.7	3.1	0.0	1.1	0.8	
KIRTLAND ELEMENTARY	3	165	171	11	1	5	5	46.1	47.8	3.1	0.3	1.4	1.4	
KIRTLAND ELEMENTARY	4	147	188	10	0	5	8	41.1	52.5	2.8	0.0	1.4	2.2	
KIRTLAND ELEMENTARY	5	131	186	22	1	11	7	36.6	52.0	6.1	0.3	3.1	2.0	
KIRTLAND ELEMENTARY	6	119	192	22	7	15	3	33.2	53.6	6.1	2.0	4.2	0.8	
KIRTLAND ELEMENTARY	7	81	176	55	17	12	17	22.6	49.2	15.4	4.7	3.4	4.7	
KIRTLAND ELEMENTARY	8	165	166	9	1	10	7	46.1	46.4	2.5	0.3	2.8	2.0	
KIRTLAND ELEMENTARY	9	135	177	23	5	12	6	37.7	49.4	6.4	1.4	3.4	1.7	
KIRTLAND ELEMENTARY	10	133	198	15	3	4	5	37.2	55.3	4.2	0.8	1.1	1.4	
KIRTLAND MIDDLE	1	32	126	33	4	24	5	14.3	56.3	14.7	1.8	10.7	2.2	
KIRTLAND MIDDLE	2	21	119	44	11	24	5	9.4	53.1	19.6	4.9	10.7	2.2	
KIRTLAND MIDDLE	3	51	136	16	2	16	3	22.8	60.7	7.1	0.9	7.1	1.3	
KIRTLAND MIDDLE	4	38	136	25	4	11	10	17.0	60.7	11.2	1.8	4.9	4.5	
KIRTLAND MIDDLE	5	44	121	23	3	25	8	19.6	54.0	10.3	1.3	11.2	3.6	
KIRTLAND MIDDLE	6	27	136	23	7	22	9	12.1	60.7	10.3	3.1	9.8	4.0	
KIRTLAND MIDDLE	7	35	138	21	3	21	6	15.6	61.6	9.4	1.3	9.4	2.7	
KIRTLAND MIDDLE	8	45	130	24	5	12	8	20.1	58.0	10.7	2.2	5.4	3.6	
KIRTLAND MIDDLE	9	36	124	28	2	21	13	16.1	55.4	12.5	0.9	9.4	5.8	
KIRTLAND MIDDLE	10	67	130	18	0	6	3	29.9	58.0	8.0	0.0	2.7	1.3	
MESA ELEMENTARY	1	134	110	6	1	8	1	51.5	42.3	2.3	0.4	3.1	0.4	
MESA ELEMENTARY	2	101	145	3	1	9	1	38.8	55.8	1.2	0.4	3.5	0.4	
MESA ELEMENTARY	3	138	112	3	1	6	0	53.1	43.1	1.2	0.4	2.3	0.0	
MESA ELEMENTARY	4	146	110	0	0	4	0	56.2	42.3	0.0	0.0	1.5	0.0	
MESA ELEMENTARY	5	106	125	5	2	19	3	40.8	48.1	1.9	0.8	7.3	1.2	
MESA ELEMENTARY	6	104	136	9	0	6	5	40.0	52.3	3.5	0.0	2.3	1.9	
MESA ELEMENTARY	7	96	141	5	2	11	5	36.9	54.2	1.9	0.8	4.2	1.9	
MESA ELEMENTARY	8	126	123	7	2	1	1	48.5	47.3	2.7	0.8	0.4	0.4	

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#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
MESA ELEMENTARY	9	118	124	6	0	11	1	45.4	47.7	2.3	0.0	4.2	0.4	
MESA ELEMENTARY	10	118	128	9	2	2	1	45.4	49.2	3.5	0.8	0.8	0.4	
NASCHITTI ELEMENTARY	1	25	22	3	1	0	0	49.0	43.1	5.9	2.0	0.0	0.0	
NASCHITTI ELEMENTARY	2	14	25	9	2	0	1	27.5	49.0	17.6	3.9	0.0	2.0	
NASCHITTI ELEMENTARY	3	19	28	3	1	0	0	37.3	54.9	5.9	2.0	0.0	0.0	
NASCHITTI ELEMENTARY	4	25	23	1	1	0	1	49.0	45.1	2.0	2.0	0.0	2.0	
NASCHITTI ELEMENTARY	5	19	26	2	1	3	0	37.3	51.0	3.9	2.0	5.9	0.0	
NASCHITTI ELEMENTARY	6	16	31	1	1	2	0	31.4	60.8	2.0	2.0	3.9	0.0	
NASCHITTI ELEMENTARY	7	18	25	5	3	0	0	35.3	49.0	9.8	5.9	0.0	0.0	
NASCHITTI ELEMENTARY	8	24	24	1	1	0	1	47.1	47.1	2.0	2.0	0.0	2.0	
NASCHITTI ELEMENTARY	9	21	27	1	0	2	0	41.2	52.9	2.0	0.0	3.9	0.0	
NASCHITTI ELEMENTARY	10	27	24	0	0	0	0	52.9	47.1	0.0	0.0	0.0	0.0	
NATAANI NEZ ELEM	1	90	193	10	5	17	11	27.6	59.2	3.1	1.5	5.2	3.4	
NATAANI NEZ ELEM	2	64	193	35	8	17	9	19.6	59.2	10.7	2.5	5.2	2.8	
NATAANI NEZ ELEM	3	87	201	19	2	13	4	26.7	61.7	5.8	0.6	4.0	1.2	
NATAANI NEZ ELEM	4	100	184	19	9	5	9	30.7	56.4	5.8	2.8	1.5	2.8	
NATAANI NEZ ELEM	5	69	166	27	9	51	4	21.2	50.9	8.3	2.8	15.6	1.2	
NATAANI NEZ ELEM	6	65	200	21	6	25	9	19.9	61.3	6.4	1.8	7.7	2.8	
NATAANI NEZ ELEM	7	61	166	44	13	29	13	18.7	50.9	13.5	4.0	8.9	4.0	
NATAANI NEZ ELEM	8	131	163	13	8	8	3	40.2	50.0	4.0	2.5	2.5	0.9	
NATAANI NEZ ELEM	9	86	182	22	9	19	8	26.4	55.8	6.7	2.8	5.8	2.5	
NATAANI NEZ ELEM	10	109	196	11	2	3	5	33.4	60.1	3.4	0.6	0.9	1.5	
NEWCOMB ELEMENTARY	1	18	21	2	4	0	3	37.5	43.8	4.2	8.3	0.0	6.3	
NEWCOMB ELEMENTARY	2	5	27	5	6	1	4	10.4	56.3	10.4	12.5	2.1	8.3	
NEWCOMB ELEMENTARY	3	26	20	0	0	1	1	54.2	41.7	0.0	0.0	2.1	2.1	
NEWCOMB ELEMENTARY	4	23	23	1	0	1	0	47.9	47.9	2.1	0.0	2.1	0.0	
NEWCOMB ELEMENTARY	5	18	23	0	4	2	1	37.5	47.9	0.0	8.3	4.2	2.1	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
NEWCOMB ELEMENTARY	6	18	26	1	1	2	0	37.5	54.2	2.1	2.1	4.2	0.0	
NEWCOMB ELEMENTARY	7	18	23	2	3	2	0	37.5	47.9	4.2	6.3	4.2	0.0	
NEWCOMB ELEMENTARY	8	24	21	3	0	0	0	50.0	43.8	6.3	0.0	0.0	0.0	
NEWCOMB ELEMENTARY	9	22	21	4	0	1	0	45.8	43.8	8.3	0.0	2.1	0.0	
NEWCOMB ELEMENTARY	10	29	19	0	0	0	0	60.4	39.6	0.0	0.0	0.0	0.0	
NEWCOMB HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***	***
NEWCOMB MIDDLE	1	4	6	4	1	2	0	23.5	35.3	23.5	5.9	11.8	0.0	
NEWCOMB MIDDLE	2	1	12	3	0	0	1	5.9	70.6	17.6	0.0	0.0	5.9	
NEWCOMB MIDDLE	3	1	8	4	0	3	1	5.9	47.1	23.5	0.0	17.6	5.9	
NEWCOMB MIDDLE	4	3	7	5	1	1	0	17.6	41.2	29.4	5.9	5.9	0.0	
NEWCOMB MIDDLE	5	4	5	4	1	3	0	23.5	29.4	23.5	5.9	17.6	0.0	
NEWCOMB MIDDLE	6	0	9	6	2	0	0	0.0	52.9	35.3	11.8	0.0	0.0	
NEWCOMB MIDDLE	7	1	10	3	1	2	0	5.9	58.8	17.6	5.9	11.8	0.0	
NEWCOMB MIDDLE	8	1	8	5	0	3	0	5.9	47.1	29.4	0.0	17.6	0.0	
NEWCOMB MIDDLE	9	1	8	4	1	2	1	5.9	47.1	23.5	5.9	11.8	5.9	
NEWCOMB MIDDLE	10	5	9	2	1	0	0	29.4	52.9	11.8	5.9	0.0	0.0	
NIZHONI ELEMENTARY	1	45	123	8	1	9	3	23.8	65.1	4.2	0.5	4.8	1.6	
NIZHONI ELEMENTARY	2	46	128	6	0	7	2	24.3	67.7	3.2	0.0	3.7	1.1	
NIZHONI ELEMENTARY	3	47	116	10	4	9	3	24.9	61.4	5.3	2.1	4.8	1.6	
NIZHONI ELEMENTARY	4	51	113	11	1	4	9	27.0	59.8	5.8	0.5	2.1	4.8	
NIZHONI ELEMENTARY	5	35	106	7	2	34	5	18.5	56.1	3.7	1.1	18.0	2.6	
NIZHONI ELEMENTARY	6	29	115	11	4	20	10	15.3	60.8	5.8	2.1	10.6	5.3	
NIZHONI ELEMENTARY	7	22	95	27	9	27	9	11.6	50.3	14.3	4.8	14.3	4.8	
NIZHONI ELEMENTARY	8	62	111	2	7	2	5	32.8	58.7	1.1	3.7	1.1	2.6	
NIZHONI ELEMENTARY	9	38	124	7	1	11	8	20.1	65.6	3.7	0.5	5.8	4.2	
NIZHONI ELEMENTARY	10	63	114	7	0	1	4	33.3	60.3	3.7	0.0	0.5	2.1	
OJO AMARILLO ELEM	1	58	53	4	0	0	2	49.6	45.3	3.4	0.0	0.0	1.7	

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion										
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
OJO AMARILLO ELEM	2	66	46	2	0	1	2	56.4	39.3	1.7	0.0	0.9	1.7			
OJO AMARILLO ELEM	3	48	62	3	1	2	1	41.0	53.0	2.6	0.9	1.7	0.9			
OJO AMARILLO ELEM	4	59	54	2	0	2	0	50.4	46.2	1.7	0.0	1.7	0.0			
OJO AMARILLO ELEM	5	41	54	5	3	13	1	35.0	46.2	4.3	2.6	11.1	0.9			
OJO AMARILLO ELEM	6	41	64	4	0	5	3	35.0	54.7	3.4	0.0	4.3	2.6			
OJO AMARILLO ELEM	7	36	53	15	7	4	2	30.8	45.3	12.8	6.0	3.4	1.7			
OJO AMARILLO ELEM	8	66	46	3	1	0	1	56.4	39.3	2.6	0.9	0.0	0.9			
OJO AMARILLO ELEM	9	46	58	5	0	7	1	39.3	49.6	4.3	0.0	6.0	0.9			
OJO AMARILLO ELEM	10	53	55	5	1	1	2	45.3	47.0	4.3	0.9	0.9	1.7			
RUTH N. BOND ELEM	1	102	130	8	0	2	1	42.0	53.5	3.3	0.0	0.8	0.4			
RUTH N. BOND ELEM	2	72	139	21	4	7	0	29.6	57.2	8.6	1.6	2.9	0.0			
RUTH N. BOND ELEM	3	114	117	4	2	4	2	46.9	48.1	1.6	0.8	1.6	0.8			
RUTH N. BOND ELEM	4	116	114	7	2	0	4	47.7	46.9	2.9	0.8	0.0	1.6			
RUTH N. BOND ELEM	5	89	113	18	1	19	3	36.6	46.5	7.4	0.4	7.8	1.2			
RUTH N. BOND ELEM	6	89	132	7	2	9	4	36.6	54.3	2.9	0.8	3.7	1.6			
RUTH N. BOND ELEM	7	64	125	30	2	18	4	26.3	51.4	12.3	0.8	7.4	1.6			
RUTH N. BOND ELEM	8	130	100	7	2	2	2	53.5	41.2	2.9	0.8	0.8	0.8			
RUTH N. BOND ELEM	9	94	128	11	2	5	3	38.7	52.7	4.5	0.8	2.1	1.2			
RUTH N. BOND ELEM	10	94	139	7	0	1	2	38.7	57.2	2.9	0.0	0.4	0.8			
SHIPROCK HIGH	1	24	20	1	4	8	1	41.4	34.5	1.7	6.9	13.8	1.7			
SHIPROCK HIGH	2	28	19	2	0	8	1	48.3	32.8	3.4	0.0	13.8	1.7			
SHIPROCK HIGH	3	28	16	3	0	7	4	48.3	27.6	5.2	0.0	12.1	6.9			
SHIPROCK HIGH	4	21	20	3	3	4	7	36.2	34.5	5.2	5.2	6.9	12.1			
SHIPROCK HIGH	5	19	21	0	2	12	4	32.8	36.2	0.0	3.4	20.7	6.9			
SHIPROCK HIGH	6	16	15	3	7	12	5	27.6	25.9	5.2	12.1	20.7	8.6			
SHIPROCK HIGH	7	20	20	5	0	8	5	34.5	34.5	8.6	0.0	13.8	8.6			
SHIPROCK HIGH	8	23	22	3	0	7	3	39.7	37.9	5.2	0.0	12.1	5.2			

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Q#	#SA	#A	#D	#SD	#K	#0	%SA	%A	%D	%SD	%K	%O
SHIPROCK HIGH	9	24	18	3	1	11	41.4	31.0	5.2	1.7	19.0	1.7
SHIPROCK HIGH	10	29	22	1	0	4	50.0	37.9	1.7	0.0	6.9	3.4
TSE'BIT'AI MIDDLE	1	66	126	20	7	18	27.6	52.7	8.4	2.9	7.5	0.8
TSE'BIT'AI MIDDLE	2	47	134	23	11	22	19.7	56.1	9.6	4.6	9.2	0.8
TSE'BIT'AI MIDDLE	3	71	144	9	2	12	29.7	60.3	3.8	0.8	5.0	0.4
TSE'BIT'AI MIDDLE	4	80	131	9	4	5	33.5	54.8	3.8	1.7	2.1	4.2
TSE'BIT'AI MIDDLE	5	50	126	15	8	35	20.9	52.7	6.3	3.3	14.6	2.1
TSE'BIT'AI MIDDLE	6	65	134	10	3	20	27.2	56.1	4.2	1.3	8.4	2.9
TSE'BIT'AI MIDDLE	7	60	131	9	8	25	25.1	54.8	3.8	3.3	10.5	2.5
TSE'BIT'AI MIDDLE	8	88	127	12	2	7	36.8	53.1	5.0	0.8	2.9	1.3
TSE'BIT'AI MIDDLE	9	53	147	12	1	23	22.2	61.5	5.0	0.4	9.6	1.3
TSE'BIT'AI MIDDLE	10	90	130	9	2	3	37.7	54.4	3.8	0.8	1.3	2.1

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 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School 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 Adequate 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 or Reduced Lunch (Top 25%).

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