



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

Printed: 10/14/2008

ZUNI

NO CHILD LEFT BEHIND SUMMARY

ZUNI		
AYP Rating: AYP Not Met		
Improvement Status: SI-2		
	Total Number	Percent
Schools rated in district	6	100
Schools in School Improvement	1	17
Schools in Corrective Action	2	33
Schools in Restructuring	1	17

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

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).

2006-2007 STUDENT DEMOGRAPHICS*

	ZUNI		STATE WIDE	
	Number	Percent	Number	Percent
Female	734	48.3	159155	48.8
Male	786	51.7	167000	51.2
Caucasian	11	0.7	99600	30.5
African-American	0	0.0	8523	2.6
Hispanic	5	0.3	178091	54.6
Asian/Pacific Islander	1	0.1	4246	1.3
American Indian	1503	98.9	35679	10.9
English Language Learners	750	49.3	60832	18.7
Students with Disabilities	233	15.3	48634	14.9
Free/Reduced Lunch Program	1397	91.9	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
A:SHIWI ELEMENTARY	Meets AYP	Progressing	DOWA YALANNE ELEM	Meets AYP	Progressing
TWIN BUTTES HIGH	AYP Not Met	Restructuring 1	ZUNI HIGH	AYP Not Met	CA
ZUNI INTERMEDIATE	AYP Not Met	CA	ZUNI MIDDLE	AYP Not Met	SI-2 suspended

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							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Pacific	Asian/	American Indian/Alaskan Native			
All Students in Grades 3, 4 & 5	Reading Proficiency	49	47.9	***	***	***	***	***	47.5	47.5	74.3	19.4
All students in Grades 6, 7 & 8	Reading Proficiency	42	26.4	***	***	***	***	***	26.2	26.4	***	3.7
All Students in Grades 9 & 11	Reading Proficiency	45	30.5	***	***	***	***	***	30.2	30.4	***	3.1
A:SHIWI ELEMENTARY	Reading Proficiency	49	51.9	***	***	***	***	***	51.3	51.9	77.4	***
DOWA YALANNE ELEM	Reading Proficiency	49	56.2	***	***	***	***	***	56.2	56.3	70.7	33.3
TWIN BUTTES HIGH	Reading Proficiency	45	46.7	***	***	***	***	***	46.7	46.7	***	***
ZUNI HIGH	Reading Proficiency	45	29.9	***	***	***	***	***	29.5	29.6	***	10.4
ZUNI INTERMEDIATE	Reading Proficiency	44	23.5	***	***	***	***	***	22.8	21.9	***	5.9
ZUNI MIDDLE	Reading Proficiency	45	37.3	***	***	***	***	***	37.3	37.3	***	14.7
All Students in Grades 3, 4 & 5	Math Proficiency	33	43.3	***	***	***	***	***	42.9	43.1	67.6	38.7
All students in Grades 6, 7 & 8	Math Proficiency	20	8.3	***	***	***	***	***	8.0	7.7	***	9.3
All Students in Grades 9 & 11	Math Proficiency	27	13.3	***	***	***	***	***	12.9	13.5	***	<1.0
A:SHIWI ELEMENTARY	Math Proficiency	33	60.8	***	***	***	***	***	60.3	60.8	67.7	***
DOWA YALANNE ELEM	Math Proficiency	33	61.8	***	***	***	***	***	61.8	60.9	65.9	60.0
TWIN BUTTES HIGH	Math Proficiency	23	<1.0	***	***	***	***	***	<1.0	<1.0	***	***
ZUNI HIGH	Math Proficiency	27	15.8	***	***	***	***	***	15.3	16.5	***	6.9
ZUNI INTERMEDIATE	Math Proficiency	28	11.1	***	***	***	***	***	10.2	9.7	***	8.8
ZUNI MIDDLE	Math Proficiency	20	11.5	***	***	***	***	***	11.5	11.5	***	23.5
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.2	***	***	***	***	***	95.3	95.2	96.0	93.5
All students in Grades 6, 7 & 8	Attendance Rate	92	95.3	***	***	***	***	***	95.3	95.2	***	93.6
A:SHIWI ELEMENTARY	Attendance Rate	92	93.2	***	***	***	***	***	93.1	93.2	94.3	***
DOWA YALANNE ELEM	Attendance Rate	92	96.0	***	***	***	***	***	96.0	96.0	96.5	96.0
TWIN BUTTES HIGH	Attendance Rate	92	81.4	***	***	***	***	***	81.4	81.4	***	***
ZUNI INTERMEDIATE	Attendance Rate	92	94.6	***	***	***	***	***	94.7	94.4	***	94.7
ZUNI MIDDLE	Attendance Rate	92	96.7	***	***	***	***	***	96.7	96.7	***	94.0
All Students in Grade 12	Graduation Rate	90	91.0	***	***	***	***	***	90.0	.	***	.
TWIN BUTTES HIGH	Graduation Rate	90	100.0	***	***	***	***	***	100.0	100.0	***	***
ZUNI HIGH	Graduation Rate	90	91.8	***	***	***	***	***	91.7	90.5	***	100.0

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	44	2	77	18	2	0	100	44	16	43	39	2	0
	Male	98	47	0	74	23	0	2	98	47	15	62	21	0	2
Ethnicity	Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	99	91	1	76	21	1	1	99	91	15	53	30	1	1
Status	SWD ²	90	10	0	30	50	10	10	90	10	0	40	50	0	10
	ELL ³	100	35	3	89	9	0	0	100	35	23	54	23	0	0
	FRLP	99	86	1	77	21	0	1	99	86	16	53	28	1	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	92	1	75	22	1	1	99	92	15	52	30	1	1
	2005-06	100	102	10	62	23	6	0	100	102	22	51	25	3	0
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	42	14	24	60	2	0	100	42	29	26	45	0	0
	Male	100	59	3	32	53	12	0	100	59	10	46	37	7	0
Ethnicity	Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	100	8	28	56	8	0	100	100	17	38	41	4	0
Status	SWD ²	100	16	13	13	63	13	0	100	16	6	44	38	13	0
	ELL ³	100	43	14	44	33	9	0	100	43	30	28	37	5	0
	FRLP	100	94	6	28	57	9	0	100	94	17	36	43	4	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	101	8	29	55	8	0	100	101	18	38	41	4	0
	2005-06	99	120	3	39	51	7	1	100	120	9	42	46	3	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	97	68	0	50	46	1	3	99	68	3	12	78	6	1
	Male	100	56	2	23	70	5	0	100	56	0	20	71	9	0
Ethnicity	Caucasian	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	98	122	1	37	57	3	2	99	122	0	16	76	7	1
Status	SWD ²	92	13	0	8	77	8	8	92	13	0	15	69	8	8
	ELL ³	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	98	114	0	37	59	3	2	99	114	1	15	75	8	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	98	124	1	38	56	3	2	99	124	2	15	75	7	1
	2005-06	99	115	5	20	61	13	1	98	114	1	6	68	24	2
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	50	0	8	60	32	0	100	50	0	6	46	48	0
	Male	95	59	2	5	51	37	5	95	59	0	5	51	42	2
Ethnicity	Caucasian	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	97	108	1	6	56	35	3	97	108	0	5	49	45	1
Status	SWD ²	96	24	4	0	29	63	4	96	24	0	4	38	54	4
	ELL ³	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	FRLP	97	91	1	3	53	40	3	97	91	0	3	45	51	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	97	109	1	6	55	35	3	97	109	0	6	49	45	1
	2005-06	98	119	2	10	72	14	2	98	119	0	3	50	46	1
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	53	6	36	55	4	0	100	53	4	4	47	45	0
	Male	100	54	2	30	59	9	0	100	54	2	17	52	30	0
Ethnicity	Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	106	4	32	58	7	0	100	106	3	10	49	38	0
Status	SWD ²	100	14	7	0	71	21	0	100	14	7	29	36	29	0
	ELL ³	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	FRLP	100	107	4	33	57	7	0	100	107	3	10	50	37	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	107	4	33	57	7	0	100	107	3	10	50	37	0
	2005-06	100	145	2	28	56	14	0	100	145	1	8	42	48	0
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	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	67	1	31	57	10	0	98	66	0	8	53	38	2
	Male	100	71	3	37	41	20	0	99	71	3	13	56	27	1
Ethnicity	Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	100	138	2	34	49	15	0	99	137	1	10	55	32	1
Status	SWD ²	100	24	13	8	25	54	0	96	24	8	4	42	42	4
	ELL ³	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	FRLP	100	138	2	34	49	15	0	99	137	1	10	55	32	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	138	2	34	49	15	0	99	137	1	10	55	32	1
	2005-06	100	139	1	37	46	16	0	99	139	2	12	47	38	1
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	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	74	0	39	35	24	1	97	74	0	22	66	9	3
	Male	99	76	1	26	30	41	1	97	76	1	21	53	22	3
Ethnicity	Caucasian	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	99	149	1	32	33	33	1	97	149	1	21	60	16	3
Status	SWD ²	96	24	4	4	17	71	4	100	24	4	4	29	63	0
	ELL ³	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	FRLP	98	113	1	29	35	34	2	96	113	1	18	61	17	4
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	150	1	33	33	33	1	97	150	1	21	59	16	3
	2005-06	92	192	2	28	33	30	8	90	192	0	10	59	20	10
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	100	54	4	26	54	17	0	98	54	2	2	57	37	2
	Male	98	48	0	33	50	15	2	100	48	0	8	69	23	0
Ethnicity	Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	99	100	2	30	51	16	1	99	100	1	5	63	30	1
Status	SWD ²	94	16	6	6	13	69	6	100	16	6	0	31	63	0
	ELL ³	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	99	82	2	33	45	18	1	99	82	1	6	61	30	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	102	2	29	52	16	1	99	102	1	5	63	30	1
	2005-06	91	85	1	40	42	7	9	87	85	0	8	59	20	13
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
Chimoni, Pamela	17
Devries, George	21
Gchachu, Royce	9
Mackel, Ernest	17
Othole, Andrew	5

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	6,802,891	49
Instructional Support Services	7,016,147	50
Students	1,267,170	18
Instruction	503,147	7
General Administration	571,007	8
School Administration	913,405	13
Central Services	915,088	13
Operations & Maintenance	2,827,651	40
Student Transportation	18,679	<1
Non-Instructional Support	150,900	1
Food Services	147,631	98
Community Services	3,269	2
Capital Outlay	0	0
Total Expenditures	13,969,938	

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: 0.00%

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	137	59.1	38.0	19.9
A:SHIWI ELEMENTARY	25	60.0	36.0	0.0
DOWA YALANNE ELEM	21	61.9	33.3	0.0
TWIN BUTTES HIGH	10	70.0	30.0	0.0
ZUNI CHRISTIAN SCH	1	0.0	.0	***
ZUNI DISTRICT OFFICE	2	50.0	50.0	***
ZUNI HIGH	32	62.5	34.4	0.0
ZUNI INTERMEDIATE	19	73.7	26.3	***
ZUNI MIDDLE	23	43.5	52.2	30.6
ZUNI TRIBAL HEADSTAR	4	0.0	100.0	***

* 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

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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		
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	137	277	36	7	23	12	27.8	56.3	7.3	1.4	4.7	2.4	
DISTRICT WIDE TOTALS	2	102	271	56	15	32	16	20.7	55.1	11.4	3.0	6.5	3.3	
DISTRICT WIDE TOTALS	3	171	291	15	4	6	5	34.8	59.1	3.0	0.8	1.2	1.0	
DISTRICT WIDE TOTALS	4	160	279	28	4	5	16	32.5	56.7	5.7	0.8	1.0	3.3	
DISTRICT WIDE TOTALS	5	103	278	37	10	59	5	20.9	56.5	7.5	2.0	12.0	1.0	
DISTRICT WIDE TOTALS	6	119	296	31	6	25	15	24.2	60.2	6.3	1.2	5.1	3.0	
DISTRICT WIDE TOTALS	7	86	295	52	9	32	18	17.5	60.0	10.6	1.8	6.5	3.7	
DISTRICT WIDE TOTALS	8	199	273	11	3	1	5	40.4	55.5	2.2	0.6	0.2	1.0	
DISTRICT WIDE TOTALS	9	137	290	30	3	20	12	27.8	58.9	6.1	0.6	4.1	2.4	
DISTRICT WIDE TOTALS	10	141	310	25	4	5	7	28.7	63.0	5.1	0.8	1.0	1.4	
A:SHIWI ELEMENTARY	1	70	76	6	0	3	4	44.0	47.8	3.8	0.0	1.9	2.5	
A:SHIWI ELEMENTARY	2	57	86	4	2	5	5	35.8	54.1	2.5	1.3	3.1	3.1	
A:SHIWI ELEMENTARY	3	69	85	3	0	2	0	43.4	53.5	1.9	0.0	1.3	0.0	
A:SHIWI ELEMENTARY	4	59	87	7	0	1	5	37.1	54.7	4.4	0.0	0.6	3.1	
A:SHIWI ELEMENTARY	5	44	89	8	0	16	2	27.7	56.0	5.0	0.0	10.1	1.3	
A:SHIWI ELEMENTARY	6	53	89	5	0	7	5	33.3	56.0	3.1	0.0	4.4	3.1	
A:SHIWI ELEMENTARY	7	36	94	8	3	11	7	22.6	59.1	5.0	1.9	6.9	4.4	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
A:SHIWI ELEMENTARY	8	82	75	0	0	0	2	51.6	47.2	0.0	0.0	0.0	0.0	1.3
A:SHIWI ELEMENTARY	9	59	91	3	0	4	2	37.1	57.2	1.9	0.0	2.5	1.3	
A:SHIWI ELEMENTARY	10	47	103	6	0	3	0	29.6	64.8	3.8	0.0	1.9	0.0	
DOWA YALANNE ELEM	1	22	52	1	0	5	3	26.5	62.7	1.2	0.0	6.0	3.6	
DOWA YALANNE ELEM	2	6	46	20	4	5	2	7.2	55.4	24.1	4.8	6.0	2.4	
DOWA YALANNE ELEM	3	25	52	1	2	1	2	30.1	62.7	1.2	2.4	1.2	2.4	
DOWA YALANNE ELEM	4	23	52	3	2	1	2	27.7	62.7	3.6	2.4	1.2	2.4	
DOWA YALANNE ELEM	5	12	42	12	2	12	3	14.5	50.6	14.5	2.4	14.5	3.6	
DOWA YALANNE ELEM	6	13	56	1	2	7	4	15.7	67.5	1.2	2.4	8.4	4.8	
DOWA YALANNE ELEM	7	12	51	5	2	7	6	14.5	61.4	6.0	2.4	8.4	7.2	
DOWA YALANNE ELEM	8	37	43	0	1	1	1	44.6	51.8	0.0	1.2	1.2	1.2	
DOWA YALANNE ELEM	9	24	45	4	1	6	3	28.9	54.2	4.8	1.2	7.2	3.6	
DOWA YALANNE ELEM	10	22	53	4	0	0	4	26.5	63.9	4.8	0.0	0.0	4.8	
TWIN BUTTES HIGH	1	3	20	4	2	2	1	9.4	62.5	12.5	6.3	6.3	3.1	
TWIN BUTTES HIGH	2	1	17	6	1	6	1	3.1	53.1	18.8	3.1	18.8	3.1	
TWIN BUTTES HIGH	3	8	22	1	1	0	0	25.0	68.8	3.1	3.1	0.0	0.0	
TWIN BUTTES HIGH	4	10	19	3	0	0	0	31.3	59.4	9.4	0.0	0.0	0.0	
TWIN BUTTES HIGH	5	2	23	2	2	3	0	6.3	71.9	6.3	6.3	9.4	0.0	
TWIN BUTTES HIGH	6	6	22	2	1	0	1	18.8	68.8	6.3	3.1	0.0	3.1	
TWIN BUTTES HIGH	7	4	19	4	1	4	0	12.5	59.4	12.5	3.1	12.5	0.0	
TWIN BUTTES HIGH	8	9	23	0	0	0	0	28.1	71.9	0.0	0.0	0.0	0.0	
TWIN BUTTES HIGH	9	4	24	4	0	0	0	12.5	75.0	12.5	0.0	0.0	0.0	
TWIN BUTTES HIGH	10	8	21	3	0	0	0	25.0	65.6	9.4	0.0	0.0	0.0	
ZUNI HIGH	1	1	5	1	1	3	0	9.1	45.5	9.1	9.1	27.3	0.0	
ZUNI HIGH	2	2	7	0	0	1	1	18.2	63.6	0.0	0.0	9.1	9.1	
ZUNI HIGH	3	1	6	3	1	0	0	9.1	54.5	27.3	9.1	0.0	0.0	
ZUNI HIGH	4	0	6	1	1	0	3	0.0	54.5	9.1	9.1	0.0	27.3	

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Q#	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				
ZUNI HIGH	5	0	8	0	1	2	0	0.0	72.7	0.0	9.1	18.2	0.0			
ZUNI HIGH	6	0	6	2	1	2	0	0.0	54.5	18.2	9.1	18.2	0.0			
ZUNI HIGH	7	0	8	3	0	0	0	0.0	72.7	27.3	0.0	0.0	0.0			
ZUNI HIGH	8	2	7	2	0	0	0	18.2	63.6	18.2	0.0	0.0	0.0			
ZUNI HIGH	9	0	6	2	0	3	0	0.0	54.5	18.2	0.0	27.3	0.0			
ZUNI HIGH	10	2	8	1	0	0	0	18.2	72.7	9.1	0.0	0.0	0.0			
ZUNI INTERMEDIATE	1	25	49	8	2	1	2	28.7	56.3	9.2	2.3	1.1	2.3			
ZUNI INTERMEDIATE	2	24	53	3	0	5	2	27.6	60.9	3.4	0.0	5.7	2.3			
ZUNI INTERMEDIATE	3	34	48	2	0	1	2	39.1	55.2	2.3	0.0	1.1	2.3			
ZUNI INTERMEDIATE	4	32	46	6	0	2	1	36.8	52.9	6.9	0.0	2.3	1.1			
ZUNI INTERMEDIATE	5	16	55	4	1	11	0	18.4	63.2	4.6	1.1	12.6	0.0			
ZUNI INTERMEDIATE	6	25	49	7	1	1	4	28.7	56.3	8.0	1.1	1.1	4.6			
ZUNI INTERMEDIATE	7	14	58	9	0	5	1	16.1	66.7	10.3	0.0	5.7	1.1			
ZUNI INTERMEDIATE	8	34	52	0	0	0	1	39.1	59.8	0.0	0.0	0.0	1.1			
ZUNI INTERMEDIATE	9	27	51	3	1	2	3	31.0	58.6	3.4	1.1	2.3	3.4			
ZUNI INTERMEDIATE	10	30	48	5	2	1	1	34.5	55.2	5.7	2.3	1.1	1.1			
ZUNI MIDDLE	1	16	75	16	2	9	2	13.3	62.5	13.3	1.7	7.5	1.7			
ZUNI MIDDLE	2	12	62	23	8	10	5	10.0	51.7	19.2	6.7	8.3	4.2			
ZUNI MIDDLE	3	34	78	5	0	2	1	28.3	65.0	4.2	0.0	1.7	0.8			
ZUNI MIDDLE	4	36	69	8	1	1	5	30.0	57.5	6.7	0.8	0.8	4.2			
ZUNI MIDDLE	5	29	61	11	4	15	0	24.2	50.8	9.2	3.3	12.5	0.0			
ZUNI MIDDLE	6	22	74	14	1	8	1	18.3	61.7	11.7	0.8	6.7	0.8			
ZUNI MIDDLE	7	20	65	23	3	5	4	16.7	54.2	19.2	2.5	4.2	3.3			
ZUNI MIDDLE	8	35	73	9	2	0	1	29.2	60.8	7.5	1.7	0.0	0.8			
ZUNI MIDDLE	9	23	73	14	1	5	4	19.2	60.8	11.7	0.8	4.2	3.3			
ZUNI MIDDLE	10	32	77	6	2	1	2	26.7	64.2	5.0	1.7	0.8	1.7			

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%).