



SCHOOL DISTRICT REPORT CARD FOR 2007-08 SCHOOL YEAR

CENTRAL CONSOLIDATED SCHOOLS

ADEQUATE YEARLY PROGRESS SUMMARY

CENTRAL CONSOLIDATED SCHOOLS

AYP Rating: AYP Not Met

Improvement Status: CA

	Total Number	Percent
Schools rated in district	18	100
Schools in School Improvement	3	17
Schools in Corrective Action	2	11
Schools in Restructuring	10	56

THIS REPORT INCLUDES:

- District Student Demographics
- ESEA District Summary
- ESEA Accountability by Subgroup
- 4th and 8th Grade NAEP Assessments
- 3rd, 4th, 5th, 6th, 7th, 8th and 11th Grade State 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 Elementary & Secondary Education Act (ESEA) of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute says, "The Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D).

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).

2007-2008 STUDENT DEMOGRAPHICS*

	CENTRAL CONSOLIDATED		STATE WIDE	
	Number	Percent	Number	Percent
Female	3324	48.7	157911	48.9
Male	3506	51.3	165190	51.1
Caucasian	560	8.2	95275	29.5
African-American	20	0.3	8424	2.6
Hispanic	142	2.1	17918	55.5
Asian/Pacific Islander	8	0.1	4441	1.4
American Indian	6100	89.3	35780	11.1
English Language Learners	2282	33.4	59903	18.5
Students with Disabilities	1129	16.5	48691	15.1
Free/Reduced Lunch Program	6830	100.0	205601	63.6
Migrant	0	0.0	616	0.2

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

Adequate Yearly Progress**STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
CAREER PREP ALT	AYP Not Met	R-1	CENTRAL HIGH	AYP Not Met	R-1
EVA B. STOKELY ELEM	AYP Not Met	CA	GRACE B. WILSON ELEM	AYP Not Met	SI-2
KIRTLAND ELEMENTARY	AYP Not Met	SI-2	KIRTLAND MIDDLE	AYP Not Met	R-1
KIRTLAND PRE-K EARLY	AYP Not Met	Progressing	MESA ELEMENTARY	AYP Not Met	R-2
NASCHITTI ELEMENTARY	AYP Not Met	R-2	NATAANI NEZ ELEM	AYP Not Met	R-2
NEWCOMB ELEMENTARY	AYP Not Met	Progressing	NEWCOMB HIGH	AYP Not Met	R-2
NEWCOMB MIDDLE	AYP Not Met	R-2	NIZHONI ELEMENTARY	AYP Not Met	R-2
OJO AMARILLO ELEM	AYP Not Met	SI-2	RUTH N. BOND ELEM	Meets AYP	Progressing
SHIPROCK HIGH	AYP Not Met	CA	TSE'BIT'AI MIDDLE	AYP Not Met	R-2

ESEA 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	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							American Indian/Alaskan Native	FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific						
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	47.6	69.3	***	72.0	***	44.1	47.6	31.8	17.4		
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	46.1	67.3	***	51.5	***	43.8	46.2	32.4	11.7		
District Wide-Grades 11	Reading Proficiency	56	38.6	65.6	***	***	***	35.8	38.5	27.1	11.3		
CAREER PREP ALT	Reading Proficiency	56	***	***	***	***	***	***	***	***	***		
CENTRAL HIGH	Reading Proficiency	56	48.9	65.6	***	***	***	44.1	48.9	32.9	11.1		
EVA B. STOKELY ELEM	Reading Proficiency	55	37.2	***	***	***	***	37.2	37.2	24.6	13.0		
GRACE B. WILSON ELEM	Reading Proficiency	55	47.0	61.1	***	50.0	***	38.9	47.0	22.2	17.1		
KIRTLAND ELEMENTARY	Reading Proficiency	55	60.1	70.3	***	63.2	***	56.0	60.1	48.1	18.6		
KIRTLAND MIDDLE	Reading Proficiency	56	52.7	76.1	***	61.1	***	47.3	52.7	36.3	13.8		
KIRTLAND PRE-K EARLY	Reading Proficiency	59	***	***	***	***	***	***	***	***	***		
MESA ELEMENTARY	Reading Proficiency	55	30.6	***	***	***	***	30.6	30.6	21.9	20.7		
NASCHITTI ELEMENTARY	Reading Proficiency	55	34.4	***	***	***	***	34.4	34.4	29.6	25.0		
NATAANI NEZ ELEM	Reading Proficiency	59	36.8	***	***	***	***	36.8	36.8	23.5	***		
NEWCOMB ELEMENTARY	Reading Proficiency	59	53.6	***	***	***	***	53.2	53.6	41.8	18.8		
NEWCOMB HIGH	Reading Proficiency	56	22.9	***	***	***	***	22.9	22.9	18.8	***		
NEWCOMB MIDDLE	Reading Proficiency	53	41.9	***	***	***	***	41.8	41.9	26.3	13.8		
NIZHONI ELEMENTARY	Reading Proficiency	59	46.4	***	***	***	***	46.4	46.4	29.2	7.7		
OJO AMARILLO ELEM	Reading Proficiency	55	35.0	***	***	***	***	35.0	35.0	25.5	3.5		
RUTH N. BOND ELEM	Reading Proficiency	59	55.2	66.7	***	***	***	48.9	55.2	47.1	28.6		
SHIPROCK HIGH	Reading Proficiency	56	35.6	***	***	***	***	35.6	35.6	28.2	13.3		
TSE'BIT'AI MIDDLE	Reading Proficiency	56	54.1	***	***	***	***	54.0	54.1	43.2	9.5		
District Wide-Grades 3, 4 & 5	Math Proficiency	44	37.0	55.9	***	40.0	***	34.3	37.0	26.5	14.5		
District Wide-Grades 6, 7 & 8	Math Proficiency	35	30.3	54.9	***	42.4	***	27.3	30.3	16.6	11.2		
District Wide-Grades 11	Math Proficiency	40	20.7	71.9	***	***	***	16.0	20.5	9.3	2.8		
CAREER PREP ALT	Math Proficiency	40	***	***	***	***	***	***	***	***	***		
CENTRAL HIGH	Math Proficiency	40	34.2	71.9	***	***	***	25.5	34.2	13.4	2.2		
EVA B. STOKELY ELEM	Math Proficiency	41	33.7	***	***	***	***	33.7	33.7	26.9	13.0		
GRACE B. WILSON ELEM	Math Proficiency	41	33.9	41.7	***	33.3	***	29.2	33.9	17.2	11.4		
KIRTLAND ELEMENTARY	Math Proficiency	41	54.5	64.9	***	36.8	***	52.2	54.5	49.4	39.5		
KIRTLAND MIDDLE	Math Proficiency	35	32.2	56.7	***	50.0	***	25.7	32.2	15.3	5.2		
KIRTLAND PRE-K EARLY	Math Proficiency	44	***	***	***	***	***	***	***	***	***		
MESA ELEMENTARY	Math Proficiency	41	20.0	***	***	***	***	20.0	20.0	9.5	10.3		
NASCHITTI ELEMENTARY	Math Proficiency	41	11.5	***	***	***	***	11.5	11.5	2.3	16.7		
NATAANI NEZ ELEM	Math Proficiency	44	12.3	***	***	***	***	12.3	12.3	<2.0	***		
NEWCOMB ELEMENTARY	Math Proficiency	44	61.6	***	***	***	***	61.3	61.6	58.2	37.5		

ESEA 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	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
NEWCOMB HIGH	Math Proficiency	40	10.0	***	***	***	***	10.0	10.0	7.8	***	
NEWCOMB MIDDLE	Math Proficiency	35	19.8	***	***	***	***	19.4	19.8	6.1	10.3	
NIZHONI ELEMENTARY	Math Proficiency	44	19.6	***	***	***	***	19.6	19.6	12.5	<2.0	
OJO AMARILLO ELEM	Math Proficiency	41	20.4	***	***	***	***	20.4	20.4	14.9	6.9	
RUTH N. BOND ELEM	Math Proficiency	44	44.8	66.7	***	***	***	36.2	44.8	23.5	14.3	
SHIPROCK HIGH	Math Proficiency	40	11.9	***	***	***	***	11.9	11.9	7.7	6.7	
TSE'BIT'AI MIDDLE	Math Proficiency	35	35.5	***	***	***	***	35.3	35.5	22.2	2.4	
All Students-Grade K-5	Attendance Rate	92	95.0	96.0	***	94.8	***	94.9	95.0	94.8	93.6	
All Students-Grades 6, 7 & 8	Attendance Rate	92	93.6	94.6	***	93.8	***	93.4	93.6	93.3	92.2	
EVA B. STOKELY ELEM	Attendance Rate	92	95.1	***	***	***	***	95.1	95.1	94.9	94.6	
GRACE B. WILSON ELEM	Attendance Rate	92	95.5	95.4	***	95.1	***	95.6	95.5	95.7	95.4	
KIRLAND PRE-K EARLY	Attendance Rate	92	92.5	***	***	***	***	***	***	***	***	
KIRTLAND ELEMENTARY	Attendance Rate	92	95.1	95.5	***	94.2	***	95.1	95.1	94.9	94.1	
KIRTLAND MIDDLE	Attendance Rate	92	93.6	94.3	***	94.1	***	93.4	93.6	93.5	93.1	
MESA ELEMENTARY	Attendance Rate	92	93.9	***	***	***	***	93.9	93.9	93.5	92.9	
NASCHITTI ELEMENTARY	Attendance Rate	92	94.2	***	***	***	***	94.2	94.2	94.6	94.5	
NATAANI NEZ ELEM	Attendance Rate	92	93.8	***	***	***	***	93.8	93.8	93.5	***	
NEWCOMB ELEMENTARY	Attendance Rate	92	94.3	***	***	***	***	94.3	94.3	94.1	91.6	
NEWCOMB MIDDLE	Attendance Rate	92	92.1	***	***	***	***	92.1	92.1	91.6	88.0	
NIZHONI ELEMENTARY	Attendance Rate	92	93.5	***	***	***	***	93.5	93.5	92.9	92.3	
OJO AMARILLO ELEM	Attendance Rate	92	94.8	***	***	***	***	94.8	94.8	94.9	94.5	
RUTH N. BOND ELEM	Attendance Rate	92	95.2	95.5	***	***	***	95.1	95.2	94.8	95.1	
TSE'BIT'AI MIDDLE	Attendance Rate	92	92.6	***	***	***	***	92.5	92.6	92.1	89.5	
All Students in Grade 12	Graduation Rate	90	84.2	100.0	***	***	***	82.9	84.4	83.3	84.4	
CAREER PREP ALT	Graduation Rate	90	62.5	***	***	***	***	***	***	***	***	
CENTRAL HIGH	Graduation Rate	90	88.2	100.0	***	***	***	86.2	88.1	82.2	82.6	
NEWCOMB HIGH	Graduation Rate	90	93.0	***	***	***	***	93.0	93.0	92.5	***	
SHIPROCK HIGH	Graduation Rate	90	83.5	***	***	***	***	83.4	84.0	84.4	82.4	

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2007 (reading and mathematics), and from 2005 (science).

4th Grade		READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
		Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
		Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall													
New Mexico		5	19	34	42	2	22	46	30	1	16	37	45
Nation		7	24	34	34	5	33	43	19	2	25	39	34

8th Grade		READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
		Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
		Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall													
New Mexico		1	17	45	38	3	15	39	43	1	17	28	54
Nation		2	27	43	27	7	24	39	30	3	24	30	43

¹ Basic is defined as partial mastery, Proficient is solid academic performance and competency over challenging subject matter and Advanced is superior performance

² Basic is most comparable to the Proficiency level on the Standards Based Assessment

State Assessment Results for District (excluding charter schools)

Students in New Mexico schools are assessed in Reading, Mathematics and Science in the 3rd through 8th 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 2007-08 school year. The assessments were administered during March 2008. 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					SCIENCE							
Reporting Group		Percent at Each Proficiency Level					Percent at Each Proficiency Level					Percent at Each Proficiency Level							
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency Step			
Female		100	201	7	49	32	11	100	201	5	29	60	5	99	201	3	68	28	0
Male		99	235	3	39	36	20	99	235	1	27	62	9	98	235	3	64	31	1
Caucasian		100	45	16	51	22	11	100	45	16	47	33	4	100	45	13	80	7	0
Black		***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic		***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
Asian		***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹		99	383	4	42	36	17	99	383	2	26	64	8	98	383	2	63	33	1
SWD ²		94	64	8	13	23	50	95	64	2	13	58	23	94	64	0	39	52	3
ELL ³		99	145	3	32	43	21	99	145	1	19	71	9	99	145	0	60	39	1
FRLP ⁴		99	434	5	44	34	16	99	434	3	28	61	7	99	434	3	65	30	0
Migrant		***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08		99	436	5	43	34	16	99	436	3	28	61	7	99	436	3	66	30	0
All 2006-07		100	426	3	38	35	24	100	426	1	23	65	11	99	426	4	60	35	1
NM2007-08		99	24,878	11	48	27	14	99	24,878	7	37	48	8	99	24,868	12	68	19	1
NM2006-07		99	24,323	6	49	30	16	99	24,329	5	39	49	8	99	24,320	11	68	20	1

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

4rd Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	236	10	39	38	14	100	236	4	30	59	7	99	236	0	28	67	3
Male	99	211	7	27	43	22	100	211	6	27	58	9	100	211	1	28	66	3
Caucasian	100	46	22	54	17	7	100	46	9	48	41	2	100	46	2	63	35	0
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	100	14	29	21	21	29	100	14	14	43	29	14	100	14	7	36	50	7
Asian	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Am.Indian ¹	99	384	6	31	44	18	100	384	4	25	62	9	99	384	1	24	71	3
SWD ²	97	58	10	5	38	43	98	58	10	5	66	17	98	58	5	12	67	14
ELL ³	100	170	3	19	50	28	99	170	3	21	65	11	99	170	1	14	81	4
FRLP ⁴	100	446	9	33	40	17	100	446	5	28	58	8	99	446	1	28	67	3
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	447	9	33	40	17	100	447	5	28	58	8	99	447	1	28	67	3
All 2006-07	99	456	8	37	41	13	100	458	10	34	47	10	99	456	1	33	60	5
NM2007-08	99	24,364	8	43	34	15	99	24,367	7	32	52	8	99	24,357	2	48	45	4
NM2006-07	99	24,231	10	44	33	12	99	24,237	11	35	45	9	99	24,226	3	52	40	4

5th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	218	10	41	42	7	100	218	9	33	49	9	100	218	0	25	72	2
Male	100	247	8	31	49	11	99	247	11	27	49	13	100	247	1	27	65	6
Caucasian	100	47	17	49	30	4	100	47	15	32	45	9	100	47	0	53	47	0
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***
Hispanic	100	14	7	57	36	0	100	14	7	21	64	7	100	14	0	36	64	0
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	100	403	8	33	48	10	100	403	9	30	49	11	100	403	1	23	71	5
SWD ²	99	67	12	7	48	31	97	67	6	9	55	27	100	67	6	7	79	7
ELL ³	100	245	3	31	55	12	100	245	7	24	55	14	100	245	1	14	78	7
FRLP ⁴	100	465	9	36	46	9	100	465	10	30	49	11	100	465	1	26	69	4
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	465	9	36	46	9	100	465	10	30	49	11	100	465	1	26	69	4
All 2006-07	100	487	9	36	43	13	100	488	6	25	56	13	99	487	1	17	71	9
NM2007-08	99	24,274	11	45	35	8	99	24,274	9	32	48	12	99	24,270	4	43	49	4
NM2006-07	99	23,998	14	45	32	9	99	24,013	7	29	51	12	99	23,998	3	41	51	5

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

6th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	230	9	36	47	8	99	230	5	24	61	9	100	229	0	13	69	17
Male	100	253	4	23	58	15	100	253	4	23	56	16	99	253	0	15	66	17
Caucasian	100	46	11	43	46	0	100	46	17	37	41	4	100	46	0	46	52	2
Black	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Hispanic	100	14	14	21	57	7	100	14	7	21	64	7	100	14	0	29	64	7
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	100	423	6	27	54	13	99	423	3	22	60	14	99	422	0	10	70	19
SWD ²	100	75	7	7	49	37	96	75	5	19	35	37	100	74	1	12	53	34
ELL ³	100	301	3	21	61	15	100	301	2	15	66	17	99	301	0	6	70	23
FRLP ⁴	100	482	7	29	53	11	99	482	4	23	59	13	99	481	0	14	68	17
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	483	7	29	53	11	99	483	4	24	59	13	99	482	0	14	68	17
All 2006-07	100	453	3	26	53	18	100	453	4	22	56	18	99	453	0	19	65	15
NM2007-08	99	23,666	6	37	46	11	99	23,666	5	23	58	13	99	23,653	3	28	56	13
NM2006-07	99	24,110	5	33	48	15	99	24,119	5	22	52	21	99	24,115	2	32	53	12

7th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	209	11	38	43	8	99	209	5	24	56	14	100	209	0	22	60	18
Male	100	239	2	34	47	17	100	239	5	23	54	19	100	239	0	19	58	23
Caucasian	100	38	18	53	29	0	100	38	8	50	42	0	100	38	3	53	45	0
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	100	10	10	40	40	10	100	10	20	20	50	10	100	10	0	50	50	0
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	100	398	5	34	47	14	99	398	4	21	56	19	100	398	0	16	60	23
SWD ²	100	66	5	5	47	44	98	66	3	2	48	45	100	66	2	5	47	47
ELL ³	100	243	2	25	56	17	99	243	2	13	61	23	100	243	0	8	63	29
FRLP ⁴	100	447	6	36	45	13	100	447	5	23	54	17	100	447	0	20	59	21
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	448	6	36	45	13	100	448	5	23	54	17	100	448	0	20	59	21
All 2006-07	100	497	5	32	52	11	100	496	3	18	56	23	99	496	1	20	59	19
NM2007-08	99	23,964	8	43	37	12	95	23,964	6	24	51	18	99	23,954	2	31	51	15
NM2006-07	99	24,666	8	42	39	10	99	24,663	5	20	49	25	99	24,654	2	28	51	18

State Assessments Results for District (excluding charter schools)

8th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	253	3	62	29	5	99	253	3	27	55	14	100	252	0	12	69	18
Male	100	242	1	51	42	6	100	242	5	28	56	11	100	242	0	22	69	9
Caucasian	100	36	0	81	19	0	100	36	17	42	39	3	100	36	0	67	28	6
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	100	10	0	80	20	0	100	10	30	30	40	0	100	10	0	30	70	0
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	100	447	2	55	37	6	99	447	2	26	57	14	100	446	0	12	72	15
SWD ²	100	69	1	10	59	29	97	69	1	0	51	45	99	69	1	3	57	38
ELL ³	100	274	0	47	45	7	100	274	0	16	66	17	100	273	0	5	78	16
FRLP ⁴	100	493	2	57	35	6	100	493	4	28	56	13	100	492	0	17	69	14
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	495	2	57	35	6	99	495	4	27	56	13	100	494	0	17	69	14
All 2006-07	100	553	1	41	46	12	100	553	3	21	52	24	99	553	0	12	69	18
NM2007-08	99	24,576	5	58	29	7	99	24,579	7	30	49	14	99	24,564	1	25	58	15
NM2006-07	99	25,103	3	53	34	10	99	25,102	5	25	50	19	99	25,083	1	23	62	14

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

11th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	96	251	3	43	44	7	98	251	2	16	50	30	95	251	0	18	70	8
Male	96	244	2	28	52	14	96	244	3	19	40	34	95	244	1	20	67	7
Caucasian	100	33	15	52	30	3	100	33	18	52	24	6	100	33	3	61	36	0
Black	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Hispanic	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
Am.Indian ¹	96	453	2	34	49	11	97	453	1	15	47	34	94	453	0	15	71	8
SWD ²	94	80	6	4	46	38	93	80	3	0	30	60	93	80	1	3	69	20
ELL ³	95	307	1	26	55	13	96	307	1	8	49	39	93	307	0	10	74	9
FRLP ⁴	96	494	3	35	48	10	97	494	3	17	45	32	95	494	1	19	68	7
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	96	495	3	36	48	10	97	495	3	18	45	32	95	495	1	19	68	7
All 2006-07	99	535	2	31	50	16	99	535	2	16	53	27	***	8	***	***	***	***
NM2007-08	98	20,363	6	44	36	12	98	20,365	9	25	40	25	96	20,104	2	32	55	7
NM2006-07	98	19,936	7	41	36	15	97	19,939	7	25	44	22						

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

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	10
Lopez, Rozana	11
Lowe, Elayne Grace	23
Manning, Randy	30
Redhorse, Dorothy	22

Source: 2007-08 New Mexico School Board Association annual report.

Data on School Expenditures

Includes state general fund operational moneys only for 2007-2008

	Expenditure	Percent
Direct Instruction	31,784,359	57
Instructional Support Services	21,259,483	38
Students	3,970,567	19
Instruction	922,152	4
General Administration	936,524	4
School Administration	4,454,974	21
Central Services	1,538,590	7
Operations & Maintenance	9,163,951	43
Student Transportation	272,725	1
Non-Instructional Support	672,521	1
Food Services	2,302	<1
Community Services	670,218	100
Capital Outlay	1,997,955	4
Total Expenditures	55,714,317	

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: 0.14% DISTRICT: 2.17%

	Core Classes not taught by Highly Qualified Teachers	
	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	0.7 %
Low Poverty Schools	4.2%	N/A

	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	22,391	58.5%	41.6%	4.5%
DISTRICT WIDE	507	72.8	27.0	0.7
CAREER PREP ALT	12	83.3	16.7	0.0
CENTRAL HIGH	60	76.7	23.3	0.0
EVA B. STOKELY ELEM	23	60.9	39.1	0.0
GRACE B. WILSON ELEM	22	72.7	27.3	0.0
KIRLAND PRE-K EARLY	8	75.0	25.0	0.0
KIRTLAND ELEMENTARY	37	73.0	27.0	4.1
KIRTLAND MIDDLE	38	78.9	21.1	0.0
MESA ELEMENTARY	18	61.1	38.9	0.0
NASCHITTI ELEMENTARY	14	50.0	50.0	6.9
NATAANI NEZ ELEM	29	69.0	31.0	0.0
NEWCOMB ELEMENTARY	34	67.6	32.4	0.0
NEWCOMB HIGH	31	77.4	22.6	3.2
NEWCOMB MIDDLE	21	66.7	33.3	0.0
NIZHONI ELEMENTARY	31	83.9	16.1	2.2
OJO AMARILLO ELEM	34	82.4	17.6	0.0
RUTH N. BOND ELEM	31	67.7	32.3	0.0
SHIPROCK HIGH	53	73.6	24.5	0.0
TSE'BIT'AI MIDDLE	32	59.4	40.6	0.0

* 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

Parent Survey on the Quality of Education Spring 2008)

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- 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	19582	34540	3417	1294	2665	1509	31.1	54.8	5.4	2.1	4.2	2.4
STATE WIDE TOTALS	2	17719	33550	5878	2304	2385	1173	28.1	53.2	9.3	3.7	3.8	1.9
STATE WIDE TOTALS	3	21424	33361	3469	1157	2215	1383	34.0	52.9	5.5	1.8	3.5	2.2
STATE WIDE TOTALS	4	21186	31955	5073	1664	1409	1722	33.6	50.7	8.1	2.6	2.2	2.7
STATE WIDE TOTALS	5	17564	32541	3882	1388	6237	1398	27.9	51.6	6.2	2.2	9.9	2.2
STATE WIDE TOTALS	6	18032	33792	4592	2096	3031	1467	28.6	53.6	7.3	3.3	4.8	2.3
STATE WIDE TOTALS	7	13947	30216	8112	2907	5314	2515	22.1	48.0	12.9	4.6	8.4	4.0
STATE WIDE TOTALS	8	25857	29653	3433	1446	952	1669	41.0	47.1	5.4	2.3	1.5	2.6
STATE WIDE TOTALS	9	18353	34063	3889	1619	3788	1671	29.0	53.7	6.1	2.6	6.0	2.6
STATE WIDE TOTALS	10	21851	33306	4095	1156	1027	1574	34.7	52.9	6.5	1.8	1.6	2.5
DISTRICT WIDE TOTALS	1	568	940	88	14	60	18	33.6	55.7	5.2	0.8	3.6	1.1
DISTRICT WIDE TOTALS	2	487	946	120	38	69	28	28.9	56.0	7.1	2.3	4.1	1.7
DISTRICT WIDE TOTALS	3	651	898	69	4	41	25	38.6	53.2	4.1	0.2	2.4	1.5
DISTRICT WIDE TOTALS	4	611	870	99	12	36	60	36.2	51.5	5.9	0.7	2.1	3.6
DISTRICT WIDE TOTALS	5	478	900	78	12	196	24	28.3	53.3	4.6	0.7	11.6	1.4
DISTRICT WIDE TOTALS	6	484	953	87	15	114	35	28.7	56.5	5.2	0.9	6.8	2.1
DISTRICT WIDE TOTALS	7	396	919	174	35	120	44	23.5	54.4	10.3	2.1	7.1	2.6
DISTRICT WIDE TOTALS	8	673	850	91	23	27	24	39.9	50.4	5.4	1.4	1.6	1.4
DISTRICT WIDE TOTALS	9	488	947	83	17	103	50	28.9	56.1	4.9	1.0	6.1	3.0
DISTRICT WIDE TOTALS	10	634	921	79	14	19	21	37.6	54.6	4.7	0.8	1.1	1.2
CAREER PREP ALT	1	22	18	0	0	4	0	50.0	40.9	0.0	0.0	9.1	0.0
CAREER PREP ALT	2	32	12	0	0	0	0	72.7	27.3	0.0	0.0	0.0	0.0
CAREER PREP ALT	3	20	21	1	0	2	0	45.5	47.7	2.3	0.0	4.5	0.0
CAREER PREP ALT	4	20	20	2	0	1	1	45.5	45.5	4.5	0.0	2.3	2.3
CAREER PREP ALT	5	22	19	1	0	1	1	50.0	43.2	2.3	0.0	2.3	2.3
CAREER PREP ALT	6	17	23	2	0	2	0	38.6	52.3	4.5	0.0	4.5	0.0

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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	7	9	26	1	0	8	0	20.5	59.1	2.3	0.0	18.2	0.0
CAREER PREP ALT	8	18	24	1	0	1	0	40.9	54.5	2.3	0.0	2.3	0.0
CAREER PREP ALT	9	11	30	2	0	1	0	25.0	68.2	4.5	0.0	2.3	0.0
CAREER PREP ALT	10	16	26	1	0	1	0	36.4	59.1	2.3	0.0	2.3	0.0
CENTRAL HIGH	1	1	5	0	0	1	0	14.3	71.4	0.0	0.0	14.3	0.0
CENTRAL HIGH	2	0	6	0	0	1	0	0.0	85.7	0.0	0.0	14.3	0.0
CENTRAL HIGH	3	1	5	0	0	1	0	14.3	71.4	0.0	0.0	14.3	0.0
CENTRAL HIGH	4	1	5	1	0	0	0	14.3	71.4	14.3	0.0	0.0	0.0
CENTRAL HIGH	5	3	4	0	0	0	0	42.9	57.1	0.0	0.0	0.0	0.0
CENTRAL HIGH	6	0	5	1	0	0	1	0.0	71.4	14.3	0.0	0.0	14.3
CENTRAL HIGH	7	0	7	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
CENTRAL HIGH	8	2	3	1	0	0	1	28.6	42.9	14.3	0.0	0.0	14.3
CENTRAL HIGH	9	1	5	1	0	0	0	14.3	71.4	14.3	0.0	0.0	0.0
CENTRAL HIGH	10	1	3	1	0	1	1	14.3	42.9	14.3	0.0	14.3	14.3
EVA B. STOKELY ELEM	1	92	179	17	2	15	3	29.9	58.1	5.5	0.6	4.9	1.0
EVA B. STOKELY ELEM	2	117	175	8	1	5	2	38.0	56.8	2.6	0.3	1.6	0.6
EVA B. STOKELY ELEM	3	122	160	10	0	8	8	39.6	51.9	3.2	0.0	2.6	2.6
EVA B. STOKELY ELEM	4	91	185	8	0	11	13	29.5	60.1	2.6	0.0	3.6	4.2
EVA B. STOKELY ELEM	5	86	173	6	1	39	3	27.9	56.2	1.9	0.3	12.7	1.0
EVA B. STOKELY ELEM	6	79	179	12	4	29	5	25.6	58.1	3.9	1.3	9.4	1.6
EVA B. STOKELY ELEM	7	75	176	20	8	22	7	24.4	57.1	6.5	2.6	7.1	2.3
EVA B. STOKELY ELEM	8	126	157	11	2	8	4	40.9	51.0	3.6	0.6	2.6	1.3
EVA B. STOKELY ELEM	9	92	176	16	0	17	7	29.9	57.1	5.2	0.0	5.5	2.3
EVA B. STOKELY ELEM	10	111	170	15	4	4	4	36.0	55.2	4.9	1.3	1.3	1.3
GRACE B. WILSON ELEM	1	55	108	5	0	3	2	31.8	62.4	2.9	0.0	1.7	1.2
GRACE B. WILSON ELEM	2	36	110	11	3	10	3	20.8	63.6	6.4	1.7	5.8	1.7

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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
GRACE B. WILSON ELEM	3	67	92	10	0	4	0	38.7	53.2	5.8	0.0	2.3	0.0
GRACE B. WILSON ELEM	4	60	89	17	1	1	5	34.7	51.4	9.8	0.6	0.6	2.9
GRACE B. WILSON ELEM	5	41	94	9	1	25	3	23.7	54.3	5.2	0.6	14.5	1.7
GRACE B. WILSON ELEM	6	51	94	12	1	13	2	29.5	54.3	6.9	0.6	7.5	1.2
GRACE B. WILSON ELEM	7	33	88	25	5	16	6	19.1	50.9	14.5	2.9	9.2	3.5
GRACE B. WILSON ELEM	8	61	85	17	5	4	1	35.3	49.1	9.8	2.9	2.3	0.6
GRACE B. WILSON ELEM	9	46	98	7	6	13	3	26.6	56.6	4.0	3.5	7.5	1.7
GRACE B. WILSON ELEM	10	55	97	17	1	1	2	31.8	56.1	9.8	0.6	0.6	1.2
KIRLAND PRE-K EARLY	1	54	20	0	0	1	0	72.0	26.7	0.0	0.0	1.3	0.0
KIRLAND PRE-K EARLY	2	51	21	0	2	0	1	68.0	28.0	0.0	2.7	0.0	1.3
KIRLAND PRE-K EARLY	3	56	17	2	0	0	0	74.7	22.7	2.7	0.0	0.0	0.0
KIRLAND PRE-K EARLY	4	58	17	0	0	0	0	77.3	22.7	0.0	0.0	0.0	0.0
KIRLAND PRE-K EARLY	5	46	25	0	0	4	0	61.3	33.3	0.0	0.0	5.3	0.0
KIRLAND PRE-K EARLY	6	47	24	1	0	2	1	62.7	32.0	1.3	0.0	2.7	1.3
KIRLAND PRE-K EARLY	7	36	24	6	0	6	3	48.0	32.0	8.0	0.0	8.0	4.0
KIRLAND PRE-K EARLY	8	59	15	1	0	0	0	78.7	20.0	1.3	0.0	0.0	0.0
KIRLAND PRE-K EARLY	9	45	30	0	0	0	0	60.0	40.0	0.0	0.0	0.0	0.0
KIRLAND PRE-K EARLY	10	46	27	1	0	0	1	61.3	36.0	1.3	0.0	0.0	1.3
KIRTLAND ELEMENTARY	1	6	7	0	0	0	0	46.2	53.8	0.0	0.0	0.0	0.0
KIRTLAND ELEMENTARY	2	3	9	1	0	0	0	23.1	69.2	7.7	0.0	0.0	0.0
KIRTLAND ELEMENTARY	3	5	6	1	0	1	0	38.5	46.2	7.7	0.0	7.7	0.0
KIRTLAND ELEMENTARY	4	8	5	0	0	0	0	61.5	38.5	0.0	0.0	0.0	0.0
KIRTLAND ELEMENTARY	5	3	7	2	0	1	0	23.1	53.8	15.4	0.0	7.7	0.0
KIRTLAND ELEMENTARY	6	2	10	1	0	0	0	15.4	76.9	7.7	0.0	0.0	0.0
KIRTLAND ELEMENTARY	7	2	5	4	1	1	0	15.4	38.5	30.8	7.7	7.7	0.0
KIRTLAND ELEMENTARY	8	8	5	0	0	0	0	61.5	38.5	0.0	0.0	0.0	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
KIRTLAND ELEMENTARY	9	6	5	1	0	1	0	46.2	38.5	7.7	0.0	7.7	0.0
KIRTLAND ELEMENTARY	10	4	7	2	0	0	0	30.8	53.8	15.4	0.0	0.0	0.0
KIRTLAND MIDDLE	1	43	111	33	5	14	3	20.6	53.1	15.8	2.4	6.7	1.4
KIRTLAND MIDDLE	2	21	104	42	19	14	9	10.0	49.8	20.1	9.1	6.7	4.3
KIRTLAND MIDDLE	3	51	121	20	1	8	8	24.4	57.9	9.6	0.5	3.8	3.8
KIRTLAND MIDDLE	4	46	103	29	7	7	17	22.0	49.3	13.9	3.3	3.3	8.1
KIRTLAND MIDDLE	5	36	112	26	5	26	4	17.2	53.6	12.4	2.4	12.4	1.9
KIRTLAND MIDDLE	6	36	124	20	4	21	4	17.2	59.3	9.6	1.9	10.0	1.9
KIRTLAND MIDDLE	7	41	124	26	4	8	6	19.6	59.3	12.4	1.9	3.8	2.9
KIRTLAND MIDDLE	8	43	121	24	6	8	7	20.6	57.9	11.5	2.9	3.8	3.3
KIRTLAND MIDDLE	9	28	105	22	3	28	23	13.4	50.2	10.5	1.4	13.4	11.0
KIRTLAND MIDDLE	10	82	109	8	5	3	2	39.2	52.2	3.8	2.4	1.4	1.0
MESA ELEMENTARY	1	78	142	7	2	7	1	32.9	59.9	3.0	0.8	3.0	0.4
MESA ELEMENTARY	2	66	152	6	1	11	1	27.8	64.1	2.5	0.4	4.6	0.4
MESA ELEMENTARY	3	92	128	5	1	7	4	38.8	54.0	2.1	0.4	3.0	1.7
MESA ELEMENTARY	4	81	137	7	0	5	7	34.2	57.8	3.0	0.0	2.1	3.0
MESA ELEMENTARY	5	73	132	3	1	28	0	30.8	55.7	1.3	0.4	11.8	0.0
MESA ELEMENTARY	6	77	129	12	0	15	4	32.5	54.4	5.1	0.0	6.3	1.7
MESA ELEMENTARY	7	62	137	15	2	19	2	26.2	57.8	6.3	0.8	8.0	0.8
MESA ELEMENTARY	8	85	130	11	3	4	4	35.9	54.9	4.6	1.3	1.7	1.7
MESA ELEMENTARY	9	67	143	4	1	19	3	28.3	60.3	1.7	0.4	8.0	1.3
MESA ELEMENTARY	10	84	140	9	0	3	1	35.4	59.1	3.8	0.0	1.3	0.4
NASCHITTI ELEMENTARY	1	9	14	1	0	0	0	37.5	58.3	4.2	0.0	0.0	0.0
NASCHITTI ELEMENTARY	2	6	11	3	4	0	0	25.0	45.8	12.5	16.7	0.0	0.0
NASCHITTI ELEMENTARY	3	3	18	2	1	0	0	12.5	75.0	8.3	4.2	0.0	0.0
NASCHITTI ELEMENTARY	4	6	15	3	0	0	0	25.0	62.5	12.5	0.0	0.0	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
NASCHITTI ELEMENTARY	5	2	17	3	0	2	0	8.3	70.8	12.5	0.0	8.3	0.0
NASCHITTI ELEMENTARY	6	3	15	3	1	2	0	12.5	62.5	12.5	4.2	8.3	0.0
NASCHITTI ELEMENTARY	7	2	13	4	2	2	1	8.3	54.2	16.7	8.3	8.3	4.2
NASCHITTI ELEMENTARY	8	8	12	3	1	0	0	33.3	50.0	12.5	4.2	0.0	0.0
NASCHITTI ELEMENTARY	9	3	14	3	2	1	1	12.5	58.3	12.5	8.3	4.2	4.2
NASCHITTI ELEMENTARY	10	7	16	0	0	1	0	29.2	66.7	0.0	0.0	4.2	0.0
NATAANI NEZ ELEM	1	36	48	2	0	1	0	41.4	55.2	2.3	0.0	1.1	0.0
NATAANI NEZ ELEM	2	23	47	9	3	4	1	26.4	54.0	10.3	3.4	4.6	1.1
NATAANI NEZ ELEM	3	36	49	1	0	1	0	41.4	56.3	1.1	0.0	1.1	0.0
NATAANI NEZ ELEM	4	37	43	5	1	1	0	42.5	49.4	5.7	1.1	1.1	0.0
NATAANI NEZ ELEM	5	29	47	4	0	7	0	33.3	54.0	4.6	0.0	8.0	0.0
NATAANI NEZ ELEM	6	24	52	3	3	3	2	27.6	59.8	3.4	3.4	3.4	2.3
NATAANI NEZ ELEM	7	20	41	17	5	3	1	23.0	47.1	19.5	5.7	3.4	1.1
NATAANI NEZ ELEM	8	40	39	5	2	0	1	46.0	44.8	5.7	2.3	0.0	1.1
NATAANI NEZ ELEM	9	26	49	6	1	3	2	29.9	56.3	6.9	1.1	3.4	2.3
NATAANI NEZ ELEM	10	40	45	1	1	0	0	46.0	51.7	1.1	1.1	0.0	0.0
NEWCOMB ELEMENTARY	1	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
NEWCOMB ELEMENTARY	2	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
NEWCOMB ELEMENTARY	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
NEWCOMB ELEMENTARY	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
NEWCOMB ELEMENTARY	5	0	0	0	0	1	0	0.0	0.0	0.0	0.0	100.0	0.0
NEWCOMB ELEMENTARY	6	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
NEWCOMB ELEMENTARY	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
NEWCOMB ELEMENTARY	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
NEWCOMB ELEMENTARY	9	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
NEWCOMB ELEMENTARY	10	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
NEWCOMB HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***
NEWCOMB MIDDLE	1	0	1	1	1	0	0	0.0	33.3	33.3	33.3	0.0	0.0
NEWCOMB MIDDLE	2	1	1	1	0	0	0	33.3	33.3	33.3	0.0	0.0	0.0
NEWCOMB MIDDLE	3	1	1	0	1	0	0	33.3	33.3	0.0	33.3	0.0	0.0
NEWCOMB MIDDLE	4	0	2	1	0	0	0	0.0	66.7	33.3	0.0	0.0	0.0
NEWCOMB MIDDLE	5	1	1	0	1	0	0	33.3	33.3	0.0	33.3	0.0	0.0
NEWCOMB MIDDLE	6	0	0	3	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
NEWCOMB MIDDLE	7	0	1	1	1	0	0	0.0	33.3	33.3	33.3	0.0	0.0
NEWCOMB MIDDLE	8	1	1	0	1	0	0	33.3	33.3	0.0	33.3	0.0	0.0
NEWCOMB MIDDLE	9	0	1	1	1	0	0	0.0	33.3	33.3	33.3	0.0	0.0
NEWCOMB MIDDLE	10	0	1	1	0	0	1	0.0	33.3	33.3	0.0	0.0	33.3
NIZHONI ELEMENTARY	1	41	42	9	1	2	2	42.3	43.3	9.3	1.0	2.1	2.1
NIZHONI ELEMENTARY	2	34	54	4	0	4	1	35.1	55.7	4.1	0.0	4.1	1.0
NIZHONI ELEMENTARY	3	39	50	4	0	3	1	40.2	51.5	4.1	0.0	3.1	1.0
NIZHONI ELEMENTARY	4	52	29	12	1	1	2	53.6	29.9	12.4	1.0	1.0	2.1
NIZHONI ELEMENTARY	5	31	53	2	1	8	2	32.0	54.6	2.1	1.0	8.2	2.1
NIZHONI ELEMENTARY	6	31	57	3	1	4	1	32.0	58.8	3.1	1.0	4.1	1.0
NIZHONI ELEMENTARY	7	20	54	14	2	4	3	20.6	55.7	14.4	2.1	4.1	3.1
NIZHONI ELEMENTARY	8	41	51	3	0	0	2	42.3	52.6	3.1	0.0	0.0	2.1
NIZHONI ELEMENTARY	9	28	61	3	0	4	1	28.9	62.9	3.1	0.0	4.1	1.0
NIZHONI ELEMENTARY	10	37	54	3	1	0	2	38.1	55.7	3.1	1.0	0.0	2.1
OJO AMARILLO ELEM	1	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
OJO AMARILLO ELEM	2	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
OJO AMARILLO ELEM	3	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
OJO AMARILLO ELEM	4	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
OJO AMARILLO ELEM	5	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
OJO AMARILLO ELEM	6	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
OJO AMARILLO ELEM	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
OJO AMARILLO ELEM	8	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
OJO AMARILLO ELEM	9	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
OJO AMARILLO ELEM	10	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
RUTH N. BOND ELEM	1	112	201	6	0	2	3	34.6	62.0	1.9	0.0	0.6	0.9
RUTH N. BOND ELEM	2	81	186	31	4	15	7	25.0	57.4	9.6	1.2	4.6	2.2
RUTH N. BOND ELEM	3	136	174	8	0	4	2	42.0	53.7	2.5	0.0	1.2	0.6
RUTH N. BOND ELEM	4	136	162	10	1	6	9	42.0	50.0	3.1	0.3	1.9	2.8
RUTH N. BOND ELEM	5	87	170	19	2	37	9	26.9	52.5	5.9	0.6	11.4	2.8
RUTH N. BOND ELEM	6	99	191	9	1	14	10	30.6	59.0	2.8	0.3	4.3	3.1
RUTH N. BOND ELEM	7	79	172	32	5	24	12	24.4	53.1	9.9	1.5	7.4	3.7
RUTH N. BOND ELEM	8	160	149	7	3	2	3	49.4	46.0	2.2	0.9	0.6	0.9
RUTH N. BOND ELEM	9	118	175	15	3	7	6	36.4	54.0	4.6	0.9	2.2	1.9
RUTH N. BOND ELEM	10	119	182	14	2	3	4	36.7	56.2	4.3	0.6	0.9	1.2
SHIPROCK HIGH	1	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
SHIPROCK HIGH	2	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
SHIPROCK HIGH	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SHIPROCK HIGH	4	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
SHIPROCK HIGH	5	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
SHIPROCK HIGH	6	0	0	1	0	0	0	0.0	0.0	100.0	0.0	0.0	0.0
SHIPROCK HIGH	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SHIPROCK HIGH	8	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SHIPROCK HIGH	9	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
SHIPROCK HIGH	10	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0
TSE'BITAI MIDDLE	1	18	43	6	3	10	4	21.4	51.2	7.1	3.6	11.9	4.8

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
TSE'BIT'AI MIDDLE	2	15	58	2	1	5	3	17.9	69.0	2.4	1.2	6.0	3.6
TSE'BIT'AI MIDDLE	3	21	54	5	0	2	2	25.0	64.3	6.0	0.0	2.4	2.4
TSE'BIT'AI MIDDLE	4	14	57	3	1	3	6	16.7	67.9	3.6	1.2	3.6	7.1
TSE'BIT'AI MIDDLE	5	17	46	2	0	17	2	20.2	54.8	2.4	0.0	20.2	2.4
TSE'BIT'AI MIDDLE	6	18	49	3	0	9	5	21.4	58.3	3.6	0.0	10.7	6.0
TSE'BIT'AI MIDDLE	7	17	48	9	0	7	3	20.2	57.1	10.7	0.0	8.3	3.6
TSE'BIT'AI MIDDLE	8	21	56	6	0	0	1	25.0	66.7	7.1	0.0	0.0	1.2
TSE'BIT'AI MIDDLE	9	16	53	2	0	9	4	19.0	63.1	2.4	0.0	10.7	4.8
TSE'BIT'AI MIDDLE	10	31	42	6	0	2	3	36.9	50.0	7.1	0.0	2.4	3.6

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.

Elementary & Secondary Act 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 STARS 120th day Staff file submission for the 2007-08 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 2007-08, highly qualified teacher report generated on 2/18/2009.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. ESEA 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%).