

**NO CHILD LEFT BEHIND**

THIS REPORT INCLUDES:

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:

- Achieve a 95% participation rate on state assessments.
- Reach targets for proficiency or reduce non-proficiency.
- 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, Native American; as well as Economically Disadvantaged (FRLP), Students with Disabilities (Special Ed), and English Language Learners (ELL).

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

NO CHILD LEFT BEHIND SUMMARYNew Mexico Statewide NCLB Determination: **AYP not Met**District NCLB Determination: **AYP Not Met**

	Total Number	Percent
Schools that Met AYP	1	17
Schools in School Improvement	2	33
Schools in Corrective Action	1	17
Schools in Restructuring	1	17

NO CHILD LEFT BEHIND**2004 DISTRICT ACCOUNTABILITY DATA (AYP)**

Schools in District	Determination	Sanctions
A:SHIWI ES	Meets AYP	SI-2 delay
DOWA YALANNE ES	AYP Not Met	CA
TWIN BUTTES HS	AYP Not Met	SI-2
ZUNI HS	AYP Not Met	None
ZUNI IS*	AYP Not Met	None
ZUNI MS	AYP Not Met	Restructuring 2

2003-2004 STUDENT DEMOGRAPHICS*

	ZUNI PUBLIC SCHOOLS		STATE WIDE	
	Number	Percent	Number	Percent
Female	846	49	156,715	49
Male	866	51	166,351	51
Caucasian	6	0	105,823	33
African-American	0	0	7,833	2
Hispanic	2	0	169,453	52
Asian/Pacific	0	0	3,833	1
Native American	1,704	100	36,124	11
ELL	1,401	82	54,528	17
Special Education	325	19	51,111	16
Migrant	0	0	2,382	1
Total	1,712	100	323,066	100

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

*Feeder school methodology rating. See explanation on last page.

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with less than 25 students and is indicated by ***.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
====> STATE WIDE <====	Reading Proficiency	41	53	71	47	46	68	36	43	31	21
-----DISTRICT WIDE-----	Reading Proficiency	41	31	***	***	***	***	32	32	35	2
A:SHIWI ES	Reading Proficiency	34	39	***	***	***	***	39	39	42	***
DOWA YALANNE ES	Reading Proficiency	34	20	***	***	***	***	20	20	19	***
TWIN BUTTES HS	Reading Proficiency	45	39	***	***	***	***	***	***	***	***
ZUNI HS	Reading Proficiency	44	32	***	***	***	***	31	32	26	***
ZUNI IS	Reading Proficiency	45	37	***	***	***	***	37	37	42	***
ZUNI MS	Reading Proficiency	45	37	***	***	***	***	37	37	42	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	26	***	***	***	***	26	27	28	8
A:SHIWI ES	Math Proficiency	38	42	***	***	***	***	42	42	45	***
DOWA YALANNE ES	Math Proficiency	38	40	***	***	***	***	41	41	38	***
TWIN BUTTES HS	Math Proficiency	36	13	***	***	***	***	***	***	***	***
ZUNI HS	Math Proficiency	35	25	***	***	***	***	24	25	29	***
ZUNI IS	Math Proficiency	37	20	***	***	***	***	20	20	21	***
ZUNI MS	Math Proficiency	37	20	***	***	***	***	20	20	21	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	***	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	94	***	***	***	***	94	***	94	94
A:SHIWI ES	Attendance Rate	92	96	***	***	***	***	96	***	96	***
DOWA YALANNE ES	Attendance Rate	92	97	***	***	***	***	97	***	97	***
TWIN BUTTES HS	Attendance Rate	92	81	***	***	***	***	81	***	***	***
ZUNI IS	Attendance Rate	92	95	***	***	***	***	95	***	96	96
ZUNI MS	Attendance Rate	92	94	***	***	***	***	94	***	93	94
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	***	73	78
-----DISTRICT WIDE-----	Grad Rate	75	100	***	***	***	***	100	***	100	100
TWIN BUTTES HS	Grad Rate	75	100	***	***	***	***	100	***	***	***
ZUNI HS	Grad Rate	75	100	***	***	***	***	100	***	90	***

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 4th and 8th grade by the New Mexico Standards Based Assessment (NMSBA), the SUPERA for Spanish speaking students, and the NM Alternative for Students with Disabilities. These assessment were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2003-04 school year. The assessments were administered during March 2004. Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

4TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	74	4	30	54	12	0	Gender	Female	4	36	32	27	0		
	Male	98	58	2	19	45	34	0		Male	5	33	22	40	0		
Ethnicity	Caucasian	****	0	***	***	***	***	***	Ethnicity	Caucasian	***	***	***	***	***		
	African-American	****	0	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	****	0	***	***	***	***	***		Hispanic	***	***	***	***	***		
	Asian/Pacific	****	0	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	98	131	3	24	50	22	0		Native American	5	35	28	32	0		
Status	Special Education	100	17	0	0	18	82	0	Status	Special Education	0	12	18	71	0		
	ELL*	90	86	5	28	55	13	0		ELL*	5	37	29	29	0		
	Low Income	****	130	3	25	50	22	0		Low Income	5	35	28	32	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	99	132	3	24	51	22	0	All Students	2003-04	5	35	28	33	0		
	2002-03	****	164	1	21	50	27	0		2002-03	4	36	30	30	0		
NM State	2003-04	99	24,286	8	41	31	20	0	NM State	2003-04	12	43	22	22	0		
	2002-03	****	25,186	7	38	30	24	1		2002-03	11	40	23	25	1		

8TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	66	6	36	41	17	0	Gender	Female	3	20	33	44	0		
	Male	96	81	2	31	42	25	0		Male	0	15	28	57	0		
Ethnicity	Caucasian	****	0	***	***	***	***	***	Ethnicity	Caucasian	***	***	***	***	***		
	African-American	****	0	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	****	0	***	***	***	***	***		Hispanic	***	***	***	***	***		
	Asian/Pacific	****	0	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	99	148	3	32	43	21	1		Native American	1	17	31	51	0		
Status	Special Education	77	27	4	0	33	63	0	Status	Special Education	4	4	19	74	0		
	ELL*	84	119	3	39	45	13	1		ELL*	0	19	34	46	0		
	Low Income	****	147	3	33	43	20	1		Low Income	1	17	31	51	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	99	148	3	32	43	21	1	All Students	2003-04	1	17	31	51	0		
	2002-03	****	115	2	37	37	24	0		2002-03	1	15	25	59	0		
NM State	2003-04	98	25,110	12	44	28	16	1	NM State	2003-04	8	40	22	28	1		
	2002-03	****	25,108	12	39	27	21	1		2002-03	7	38	21	32	1		

*ELL - English Language Learners

ASSESSMENTS (continued)

Students in New Mexico schools are assessed in Reading and Mathematics in the 11th grade by the New Mexico High School Standards Assessment (NMHSSA) and the NM Alternative for Students with Disabilities. The NMHSSA was 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 2003-04 school year. The assessments were administered during November 2003 and the information is reported by subgroups. Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

11TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid			Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	82	49	2	41	51	6	0	Gender	Female	0	18	71	10	0
	Male	84	46	0	28	54	17	0		Male	2	31	46	21	0
Ethnicity	Caucasian	100	1	***	***	***	***	***	Ethnicity	Caucasian	***	***	***	***	***
	African-American	***	0	***	***	***	***	***		African-American	***	***	***	***	***
	Hispanic	***	0	***	***	***	***	***		Hispanic	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***		Asian/Pacific	***	***	***	***	***
	Native American	93	106	1	30	47	10	11		Native American	1	22	54	14	9
Status	Special Education	54	7	***	***	***	***	***	Status	Special Education	***	***	***	***	***
	ELL*	100	73	0	27	53	8	11		ELL*	1	25	52	15	7
	Low Income	***	107	1	31	47	10	11		Low Income	1	22	53	14	9
	Migrant	***	0	***	***	***	***	***		Migrant	***	***	***	***	***
All Students	2003-04	99	114	1	29	44	10	17	All Students	2003-04	1	21	50	13	15
NM State	2003-04	95	20,246	18	37	30	13	2	NM State	2003-04	10	35	39	13	2

*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	0
Garcia, Margaret	3
Lewis, Hayes	13
Mackel, Ernest	14
Wolf, Ruby	7

Source: 2003-04 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 monies only for 2003-2004.

	Expenditure	Percent
Direct Instruction	\$6,505,597	53
Instructional Support	\$2,756,482	22
Administration	\$573,595	5
Business and Support Services	\$391,956	3
Operations/Maintenance of Plant	\$1,860,858	15
Food Services	\$7,669	0
Athletics	\$153,301	1
Non-Instructional Student Support	\$77,644	1
Community Services	\$52,649	0
Transportation Services	\$0	0
Capital Outlay	\$0	0
Total	\$12,379,752	100

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

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 4 % DISTRICT: 12 %

	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers*	
				Spring 2004	Fall 2004
====> STATE WIDE <====		59	38	71	75
DISTRICT WIDE	***	62	34	62	62
A:SHIWI ES	24	54	33	85	89
DOWA YALANNE ES	26	46	46	50	88
TWIN BUTTES HS	12	75	25	57	71
ZUNI HS	26	65	35	74	64
ZUNI IS	11	82	18	50	63
ZUNI MS	32	66	34	49	41

* See explanation of data source on last page.

*** = missing or not available

Parent Survey on the Quality of Education

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

- Q1. My child is safe at school.
- Q2. My child's school building is in good repair and has sufficient space to support quality education.
- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

	No. of Valid Surveys	PERCENT OF RESPONSES THAT "STRONGLY AGREED" OR "AGREED"									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
STATE WIDE	125,583	85	80	84	82	77	80	69	87	80	88
====> DISTRICT WIDE <====	448	77	74	87	86	80	81	81	89	83	84
A:SHIWI ES	62	89	84	90	89	85	90	84	92	87	87
DOWA YALANNE ES	93	88	72	96	89	85	89	83	96	91	91
TWIN BUTTES HS	25	76	72	88	88	80	80	64	84	83	76
ZUNI HS	35	74	86	72	67	72	56	69	72	64	86
ZUNI IS	82	70	88	88	85	87	85	82	96	89	84
ZUNI MS	151	69	62	85	87	74	75	85	83	79	79

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.

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 correctly answer each question or item. 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 2003-04 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from two reports:

For the Spring 2004 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 11/24/2004.

For the Fall 2004 data, it is obtained from the ADS 40th day Highly Qualified Teacher report generated on 1/2/2005.

The PED has taken steps to ensure that free and reduced lunch data will be available and reported correctly on next year's report card.

Feeder School Methodology

Schools without students enrolled in the grades where standards-based tests were administered in the 2003-04 school year were evaluated based upon the performance of students tested in feeder schools e.g., those schools at the next higher grade level in the district.