

Zuni Public School District

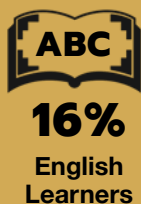
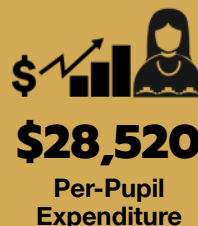
A Community and School District Profile



McKinley County, New Mexico

Learning in Context

Dowa Yalanne, a sacred mesa that has long guided Zuni life, overlooks Zuni Public School District, which serves over a thousand students. In Zuni, a school day might begin with a short ride or walk down the street. Students arrive at school carrying lessons learned from family and community, settling into classrooms for learning, meals, and time with friends. As the day continues, school life blends naturally with community and culture, where afterschool responsibilities might include preparing for ceremonies, sports practice, and tending to livestock or crops. Here, learning is part of everyday life, practiced daily and carried across generations.



ZUNI PUBLIC SCHOOLS

Elementary Schools

Twin Buttes
Cyber Academy

Shiwi Ts'ana
Elementary School

Middle School

Zuni Middle School

High School

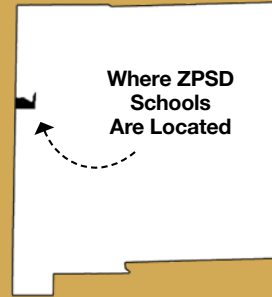
Zuni High School



This district profile offers a snapshot of student and community experiences using the best available data at the time of analysis, drawing from sources including the New Mexico Youth Risk and Resiliency Survey (NM-YRRS), NIM VISTAS, and American Community Survey (ACS). In some cases, geographic proxies are used to approximate district-level conditions where direct data is unavailable.

To better contextualize students' experiences within ZPSD

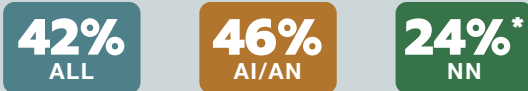
we offer a closer look at the conditions shaping daily life, including: Education, Economic Well-Being, Family & Community, Access to Language & Culture, and Health & Wellness.



KEY:

- All Children
- American Indian/Alaskan Native (alone or multiracial)
- Non-Native

Children in Poverty (Ages 0–17)



Food Assistance Participation (SNAP)



Economic Well-Being

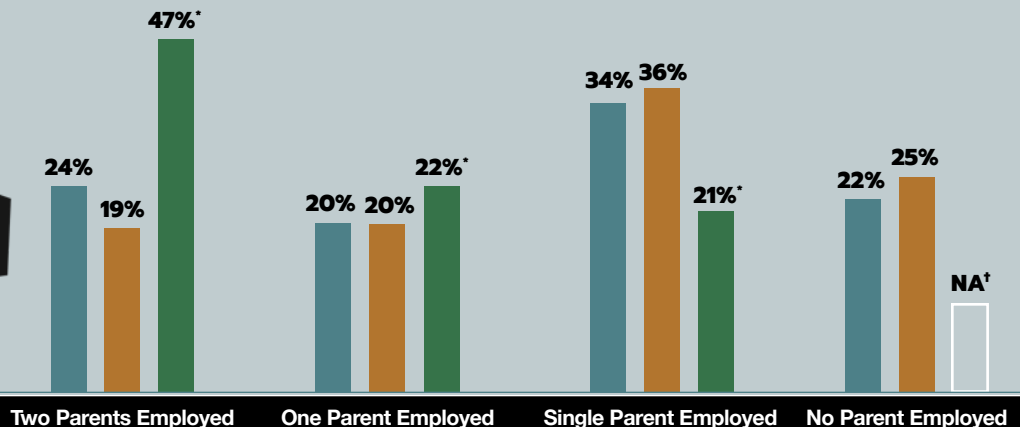
Housing Cost Burden



Per Capita Income



Parental Employment





47%
ALL

51%*
AI/AN

27%
NN

Children in Single-Parent Households



Children in Multigenerational Households (3+ Generations)

28%
ALL

31%
AI/AN

Family & Community



Children Living with Elders

14%
ALL

17%
AI/AN

Indigenous Language Spoken in Household

60%
ALL

73%
AI/AN



Education



Statewide

Districtwide

	All	AI/AN
2018	-	-
2019	7%	6%
2022	18%	14%
2023	21%	20%
2024	20%	19%
2025	31%	30%

	All	AI/AN	All	AI/AN
2018	74%	66%	73%	74%
2019	75%	69%	72%	71%
2020	68%	67%	71%	72%
2021	77%	72%	79%	79%
2022	76%	72%	83%	83%
2023	77%	75%	73%	73%
2024	78%	74%	75%	75%
2025	81%	78%	78%	80%

Third-Grade Reading Proficiency

High School Graduation: 4-Year Cohort Graduation Rate



Accessibility

Transportation Access

Children in households with at least one vehicle available



Internet Access

No Internet



Broadband (wired)



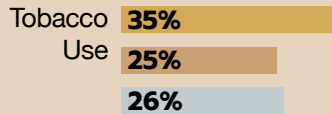
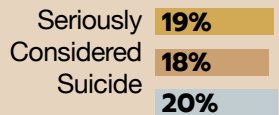
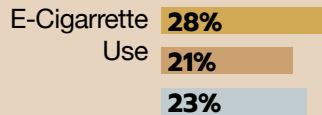
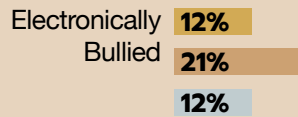
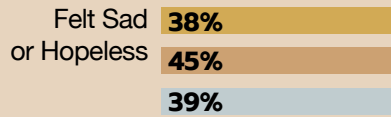
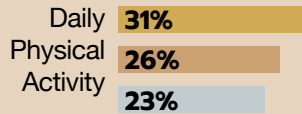
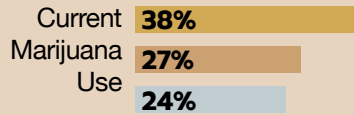
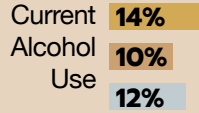
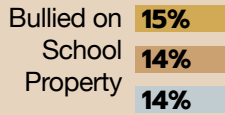
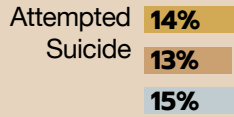
Cellular-Only



Satellite/Other



Youth Risk & Resiliency Survey



KEY:

■ 2019	■ 2021	■ 2023
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I Feel Good About Myself (Agree or Strongly Agree)

57%



I Am Confident That I Can Achieve My Goals

68%



I Have a Sense of Direction and Purpose in My Life

65%



I Am Hopeful and Optimistic About My Future

72%



Teachers and Other Adults at My School Care About Me

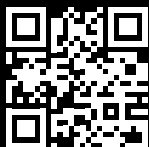
51%



Data from resiliency factors reflect the most recent NM-YRRS survey data from 2023.



Health & Wellness



Learn More

This profile is just one part of a larger effort to understand and support Native student well-being across New Mexico. Visit [hold for website link] to explore additional findings, tools, and resources.

Data are based on 2018-2022 American Community Survey estimates and reflect a 90% confidence level, using geographic proxies where direct district-level data are unavailable. Education-related data are drawn from the New Mexico Public Education Department (NMPED) and the New Mexico Youth Risk and Resiliency Survey (YRRS). Estimates denoted by an asterisk (*) have a high coefficient of variation (CV) and may be less reliable. Data with CVs greater than 30% were suppressed due to high variability and are denoted with a dagger (†).