

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status see page 2.

District Grade D

	Total Number	Percent
Schools Rated in District	36	100.0
Schools in Priority Status	4	11.1
Schools in Focus Status	7	19.4
Schools in Strategic Status	4	11.1
Schools in Reward Status	0	0.0

Source: PED Assessment and Accountability Division

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965, which was reauthorized in 2001 as No Child Left Behind (NCLB), requires schools to show annual improvement in mathematics and reading. In 2011, New Mexico lawmakers enacted additional requirements that schools demonstrate progress through a grading system similar to that applied to students, issuing an A through F letter grade to each school [22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4] [6.19.8.1 NMAC-N, 12-15-11]. Individual school report cards can be found online at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally-authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards, and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

LEA Demographic Profile

Accountability

Summaries of School Grades

Cohort Graduation Rates (4, 5, and 6 Year)

Status of Non-Graduates

Attendance

Growth for Q1 and Q3 Subgroups

Achievement

Proficiencies in Reading, Mathematics, and Science

Participation in Assessments

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally-authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Lunch

SWD: Students with disabilities; does not include special education students who are gifted

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%), and least disadvantaged (bottom 25%).

SGTs School Growth Targets, like the predecessor Annual Measurable Objectives or AMOs, increase annually for monitoring subgroup performance and growth. Figures reflect whether the percent of students for the school meet the current year's goals.

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	12,004	100	337,054	100
Female	5,845	49	164,148	49
Male	6,159	51	172,906	51
Caucasian	606	5	84,518	25
African-American	36	0	7,530	2
Hispanic	1,763	15	204,866	61
Asian	107	1	4,489	1
Pacific Islander	6	0	509	0
American Indian	9,486	79	35,142	10
Multiple Races	0	0	2	0
ED	10,940	91	231,830	69
SWD	1,422	12	48,479	14
ELL	3,625	30	51,895	15
Migrant	0	0	458	0
Recently Arrived	1,352	11	19,389	6

Source: LEA 120th day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing and with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to their overall letter grade, and where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2014 represented 654 schools.

School	Overall Grade	School	Overall Grade
Chee Dodge Elementary	F *	Chief Manuelito Middle	D
Church Rock Elementary	F **	Crownpoint Elementary	F ***
Crownpoint High	B	Crownpoint Middle	D
David Skeet Elementary	D *	Gallup Central Alternative	C **
Gallup High	C **	Gallup Middle	D
Indian Hills Elementary	F	Jefferson Elementary	C
John F Kennedy Middle	D	Juan de Onate Elementary	D ***
Lincoln Elementary	D	Middle College High Charter	A
Miyamura High	C	Navajo Elementary	D **
Navajo Middle	D	Navajo Pine High	C **
Ramah Elementary	D **	Ramah High	C
Red Rock Elementary	B	Rocky View Elementary	F ***
Roosevelt Elementary	F	Stagecoach Elementary	F **
Thoreau Elementary	F	Thoreau High	C
Thoreau Middle	C	Tobe Turpen Elementary	D *
Tohatchi Elementary	D	Tohatchi High	C
Tohatchi Middle	F ***	Tse Yi Gai High	C
Twin Lakes Elementary	F *	Washington Elementary	F

Accountability - School Growth Targets (SGTs)

Customized targets called School Growth Targets (SGTs) guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered proficient. They are combined with students who are proficient today for percentages. Growth figures for Q1 and Q3 are in scaled score units, and should be evaluated in the context of the possible score on the assessment which ranges from 0 to 80.

Target (%)	Proficient or On Target to Proficiency									Growth			
	All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr)	Q1	Target (SS/Yr)	Q3
Chee Dodge Elementary													
Reading 61	17.1 *					17.2 *	17.1 *	0.0 *	10.8 *	2.5	0.9 *	0.25	-1.2 *
Mathematics 55	13.3 *					13.4 *	13.3 *	0.0 *	10.8 *	2.2	-1.6 *	0.15	-3.3 *
Attendance 92	94.6 ✓					94.6 ✓	94.6 ✓	93.4 ✓	94.7 ✓				
Chief Manuelito Middle													
Reading 61	29.1 *			40.4 *		25.4 *	29.2 *	10.1 *	16.4 *	2.5	1.5 *	0.25	-0.5 *
Mathematics 55	25.1 *			36.6 *		21.7 *	25.2 *	10.2 *	10.0 *	2.2	0.2 *	0.15	-1.2 *
Attendance 92	92.6 ✓	93.5 ✓		94.0 ✓		92.2 ✓	92.6 ✓	92.0 *	91.6 *				
Church Rock Elementary													
Reading 61	12.3 *					12.1 *	12.3 *	10.7 *	7.9 *	2.5	1.2 *	0.25	-2.2 *
Mathematics 55	24.7 *					23.6 *	24.7 *	17.9 *	23.6 *	2.2	-3.0 *	0.15	-4.1 *
Attendance 92	92.2 ✓					92.2 ✓	92.2 ✓	92.6 ✓	91.8 *				
Crownpoint Elementary													
Reading 61	12.8 *					12.8 *	12.8 *		6.0 *	2.5	1.0 *	0.25	-1.0 *
Mathematics 55	10.4 *					10.4 *	10.4 *		7.5 *	2.2	-1.0 *	0.15	-2.2 *
Attendance 92	93.8 ✓					93.7 ✓	93.8 ✓	91.1 *	92.7 ✓				
Crownpoint High													
Reading 61	16.9 *					17.0 *	16.9 *		0.0 *	2.5	-2.1 *	0.25	-2.3 *
Mathematics 55	41.1 *					40.7 *	41.1 *		21.7 *	2.2	0.4 *	0.15	-0.4 *
Attendance 92	88.6 *					88.5 *	88.6 *	87.5 *	89.4 *				
Graduation 73.7	83.2 ✓					82.7 ✓	84.1 ✓	84.7 ✓	77.8 ✓				

Target (%)	Proficient or On Target to Proficiency										Growth			
	All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr) Q1	Target (SS/Yr) Q3			
Crownpoint Middle														
Reading 61	28.8 *					29.4 *	28.8 *		11.5 *	2.5	2.7 ✓	0.25	0.3 ✓	
Mathematics 55	15.8 *					16.2 *	15.8 *		4.9 *	2.2	1.2 *	0.15	-0.8 *	
Attendance 92	91.7 *					91.6 *	91.7 *	91.3 *	91.0 *					
David Skeet Elementary														
Reading 61	17.3 *					17.0 *	17.3 *		15.2 *	2.5	2.6 ✓	0.25	-1.0 *	
Mathematics 55	17.3 *					17.0 *	17.3 *		15.2 *	2.2	-0.3 *	0.15	-3.3 *	
Attendance 92	92.1 ✓					92.1 ✓	92.1 ✓	89.7 *	92.3 ✓					
Gallup Central Alternative														
Reading 61	5.4 *					6.8 *	5.4 *		0.0 *	2.5	-2.0 *	0.25	-1.9 *	
Mathematics 55	5.4 *					6.8 *	5.4 *		0.0 *	2.2	-2.7 *	0.15	-1.8 *	
Attendance 92	98.4 ✓					98.2 ✓	98.4 ✓		97.9 ✓					
Graduation 73.7	39.3 *			53.0 *		34.5 *	39.4 *		21.5 *					
Gallup High														
Reading 61	24.8 *			36.7 *		19.5 *	21.5 *	5.1 *	1.4 *	2.5	-1.8 *	0.25	-2.3 *	
Mathematics 55	37.1 *			51.1 *		31.7 *	33.9 *	2.6 *	4.1 *	2.2	0.3 *	0.15	0.4 ✓	
Attendance 92	91.4 *	91.2 *		91.9 *	94.1 ✓	91.2 *	91.2 *	88.3 *	90.3 *					
Graduation 73.7	72.4 *	82.8 ✓		79.9 ✓		69.2 *	67.8 *	66.7 *	65.7 *					
Gallup Middle														
Reading 61	46.3 *	75.0 ✓		54.3 *		36.3 *	38.2 *	25.9 *	25.6 *	2.5	1.6 *	0.25	-0.2 *	
Mathematics 55	35.7 *	65.4 ✓		40.2 *		25.3 *	26.8 *	15.1 *	12.2 *	2.2	-0.2 *	0.15	-1.4 *	
Attendance 92	92.2 ✓	93.4 ✓		92.5 ✓	97.1 ✓	91.7 *	91.6 *	89.3 *	91.8 *					
Indian Hills Elementary														
Reading 61	35.7 *			39.0 *		29.4 *	32.7 *		20.7 *	2.5	1.0 *	0.25	-1.4 *	
Mathematics 55	27.3 *			34.1 *		22.4 *	27.4 *		17.2 *	2.2	-1.1 *	0.15	-2.4 *	
Attendance 92	95.1 ✓	96.5 ✓		95.3 ✓		94.6 ✓	94.9 ✓	94.2 ✓	95.1 ✓					
Jefferson Elementary														
Reading 61	49.6 *			58.0 *		41.2 *	49.6 *		23.3 *	2.5	2.2 *	0.25	0.5 ✓	
Mathematics 55	37.9 *			41.2 *		33.8 *	37.9 *		10.0 *	2.2		0.15	-2.4 *	
Attendance 92	94.9 ✓	94.3 ✓		95.7 ✓	88.8 *	94.8 ✓	94.9 ✓	95.7 ✓	94.7 ✓					
John F Kennedy Middle														
Reading 61	40.3 *	80.0 ✓		48.2 *		34.7 *	40.3 *	16.9 *	18.8 *	2.5	2.3 *	0.25	0.1 *	
Mathematics 55	36.5 *	80.0 ✓		36.5 *		33.6 *	36.5 *	13.3 *	16.5 *	2.2	1.0 *	0.15	0.0 *	
Attendance 92	91.4 *	95.2 ✓		92.6 ✓		90.7 *	91.4 *	90.1 *	90.0 *					
Juan de Onate Elementary														
Reading 61	34.2 *			45.2 *		31.4 *	34.2 *	8.0 *	17.3 *	2.5	2.0 *	0.25	-0.9 *	
Mathematics 55	30.7 *			38.6 *		28.8 *	30.7 *	8.0 *	16.4 *	2.2	0.1 *	0.15	-2.6 *	
Attendance 92	95.0 ✓			95.5 ✓		94.7 ✓	95.0 ✓	95.3 ✓	94.3 ✓					
LEA Current														
Reading 61	31.8 *	67.7 ✓	42.9 *	44.5 *	72.6 ✓	26.9 *	29.7 *	14.8 *	15.7 *	2.5	0.7 *	0.25	-1.1 *	
Mathematics 55	28.1 *	57.8 ✓	28.6 *	37.7 *	76.6 ✓	24.0 *	26.1 *	10.4 *	12.6 *	2.2	-0.3 *	0.15	-1.5 *	
Attendance 92	91.8 *	93.4 ✓	94.4 ✓	93.3 ✓	95.1 ✓	91.3 *	91.7 *	88.0 *	91.6 *					
Graduation 73.7	71.3 *	84.0 ✓		78.9 ✓	63.6 *	69.3 *	68.9 *	64.1 *	67.9 *					
Lincoln Elementary														
Reading 61	39.1 *			44.2 *		30.8 *	39.1 *		17.2 *	2.5	2.3 *	0.25	-0.4 *	
Mathematics 55	38.3 *			36.4 *		34.4 *	38.3 *		23.3 *	2.2	1.3 *	0.15	0.2 ✓	
Attendance 92	94.0 ✓	94.4 ✓		94.0 ✓		93.9 ✓	94.0 ✓	94.2 ✓	94.9 ✓					
Middle College High Charter														
Reading 61	58.8 *									2.5		0.25	-1.5 *	
Mathematics 55	41.2 *									2.2		0.15	-1.6 *	
Attendance 92	100.0 ✓	100.0 ✓		100.0 ✓		100.0 ✓	100.0 ✓							
Graduation 73.7	95.8 ✓													
Miyamura High														
Reading 61	32.7 *	75.0 ✓		41.9 *		26.1 *	25.6 *	12.2 *	4.7 *	2.5	-2.6 *	0.25	-2.4 *	
Mathematics 55	30.2 *	53.1 *		32.3 *		26.4 *	24.1 *	12.2 *	6.5 *	2.2	-0.8 *	0.15	-0.8 *	
Attendance 92	86.7 *	88.4 *		89.5 *	92.9 ✓	85.8 *	86.0 *	84.8 *	84.3 *					
Graduation 73.7	67.8 *	80.6 ✓		80.3 ✓		63.8 *	61.4 *	49.5 *	56.8 *					
Navajo Elementary														
Reading 61	16.3 *					16.3 *	16.3 *		11.4 *	2.5	2.5 *	0.25	-1.3 *	
Gallup McKinley County Schools														

	Target (%)	Proficient or On Target to Proficiency									Growth				
		All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr) Q1	Target (SS/Yr) Q3			
Mathematics	55	20.4 *					20.4 *	20.4 *			11.4 *	2.2	1.2 *	0.15	-2.0 *
Attendance	92	93.8 ✓					93.8 ✓	93.8 ✓		89.0 *	92.6 ✓				
Navajo Middle															
Reading	61	50.0 *					50.0 *	50.0 *			45.0 *	2.5	3.6 ✓	0.25	1.0 ✓
Mathematics	55	21.9 *					21.9 *	21.9 *			5.0 *	2.2	0.6 *	0.15	-1.0 *
Attendance	92	92.5 ✓					92.5 ✓	92.5 ✓		93.5 ✓	92.9 ✓				
Navajo Pine High															
Reading	61	12.9 *					12.9 *	12.9 *			10.7 *	2.5	-2.3 *	0.25	-2.6 *
Mathematics	55	17.1 *					17.1 *	17.1 *			14.3 *	2.2	-0.5 *	0.15	-1.3 *
Attendance	92	89.6 *					89.3 *	89.6 *		90.7 *	88.5 *				
Graduation	73.7	69.1 *					68.3 *	69.1 *			67.6 *				
Ramah Elementary															
Reading	61	29.3 *					20.6 *	29.3 *			17.1 *	2.5	3.4 ✓	0.25	-0.5 *
Mathematics	55	19.6 *					13.2 *	19.6 *			8.6 *	2.2	-1.1 *	0.15	-2.4 *
Attendance	92	92.8 ✓	94.9 ✓		92.6 ✓		92.6 ✓	92.8 ✓		89.3 *	92.4 ✓				
Ramah High															
Reading	61	32.5 *					30.1 *	31.3 *			22.6 *	2.5	2.2 *	0.25	-0.7 *
Mathematics	55	17.1 *					12.9 *	15.6 *			0.0 *	2.2	-0.6 *	0.15	-0.9 *
Attendance	92	92.3 ✓	93.1 ✓		93.3 ✓		92.0 *	91.5 *		88.5 *	91.9 *				
Graduation	73.7	93.0 ✓					91.6 ✓	91.9 ✓			86.7 ✓				
Red Rock Elementary															
Reading	61	67.8 ✓	76.6 ✓		75.5 ✓		54.3 *	59.4 *			37.1 *	2.5	1.6 *	0.25	-1.3 *
Mathematics	55	62.6 ✓	70.2 ✓		73.6 ✓		50.0 *	55.3 ✓			35.1 *	2.2	-0.6 *	0.15	-2.6 *
Attendance	92	94.7 ✓	95.5 ✓		94.5 ✓	95.8 ✓	94.0 ✓	94.7 ✓		93.8 ✓	94.3 ✓				
Rocky View Elementary															
Reading	61	25.9 *			37.8 *		21.2 *	25.9 *			14.6 *	2.5	1.5 *	0.25	-0.7 *
Mathematics	55	19.7 *			27.0 *		17.3 *	19.7 *			12.2 *	2.2	-3.6 *	0.15	-3.3 *
Attendance	92	94.2 ✓	94.1 ✓		94.2 ✓		94.1 ✓	94.2 ✓		91.9 *	94.1 ✓				
Roosevelt Elementary															
Reading	61	36.9 *			29.7 *		34.3 *	28.6 *			20.0 *	2.5	-0.3 *	0.25	-2.6 *
Mathematics	55	29.1 *			32.4 *		22.7 *	24.1 *				2.2		0.15	-4.1 *
Attendance	92	93.6 ✓	93.9 ✓		94.2 ✓		93.4 ✓	93.3 ✓		91.1 *	92.9 ✓				
Stagecoach Elementary															
Reading	61	20.8 *			31.8 *		18.5 *	20.8 *	8.3 *	8.3 *	4.8 *	2.5	0.9 *	0.25	-1.7 *
Mathematics	55	15.6 *			22.7 *		13.8 *	15.6 *	8.3 *	8.3 *	4.8 *	2.2	-0.3 *	0.15	-2.2 *
Attendance	92	94.9 ✓			95.0 ✓		94.9 ✓	94.9 ✓	92.9 ✓	95.0 ✓					
Thoreau Elementary															
Reading	61	30.4 *					27.4 *	30.4 *			13.6 *	2.5	0.5 *	0.25	-1.4 *
Mathematics	55	29.0 *					22.6 *	29.0 *			13.6 *	2.2	-0.7 *	0.15	-2.2 *
Attendance	92	93.9 ✓	94.9 ✓		93.4 ✓		93.9 ✓	93.9 ✓		92.4 ✓	93.2 ✓				
Thoreau High															
Reading	61	21.7 *					17.6 *	21.7 *			3.2 *	2.5	-3.1 *	0.25	-3.0 *
Mathematics	55	26.1 *					24.8 *	26.1 *			0.0 *	2.2	-1.0 *	0.15	-0.7 *
Attendance	92	90.4 *					90.3 *	90.4 *		90.4 *	89.8 *				
Graduation	73.7	77.7 ✓					77.6 ✓	78.3 ✓		76.3 ✓	80.3 ✓				
Thoreau Middle															
Reading	61	64.3 ✓					63.1 ✓	64.3 ✓	42.9 *	54.7 *		2.5	2.8 ✓	0.25	1.3 ✓
Mathematics	55	35.7 *					34.4 *	35.7 *	14.3 *	22.1 *		2.2	0.8 *	0.15	-0.4 *
Attendance	92	92.6 ✓					92.6 ✓	92.6 ✓	92.1 ✓	92.2 ✓					
Tobe Turpen Elementary															
Reading	61	22.4 *					19.1 *	21.9 *	31.8 *	12.2 *		2.5	2.8 ✓	0.25	-0.2 *
Mathematics	55	26.9 *					24.3 *	26.5 *	22.7 *	17.6 *		2.2	0.4 *	0.15	-1.3 *
Attendance	92	93.7 ✓	92.4 ✓		91.6 *		93.9 ✓	93.7 ✓	93.6 ✓	93.8 ✓					
Tohatchi Elementary															
Reading	61	32.0 *					32.0 *	32.0 *			20.0 *	2.5	1.6 *	0.25	-1.0 *
Mathematics	55	26.0 *					26.0 *	26.0 *			22.0 *	2.2	-0.5 *	0.15	-2.7 *
Attendance	92	93.7 ✓					93.6 ✓	93.7 ✓	90.1 *	93.2 ✓					
Tohatchi High															
Reading	61	14.0 *					14.0 *	14.0 *	13.0 *	5.6 *		2.5	-2.9 *	0.25	-3.1 *

Target (%)	Proficient or On Target to Proficiency									Growth			
	All Students	Caucasian	Afr Amer	Hispanic	Asian	Amer Indian	ED	SWD	ELL	Target (SS/Yr)	Q1	Target (SS/Yr)	Q3
Mathematics 55	10.2 *					10.2 *	10.2 *	13.0 *	5.6 *	2.2	-1.3 *	0.15	-1.5 *
Attendance 92	86.1 *					86.0 *	86.1 *	86.4 *	84.6 *				
Graduation 73.7	74.0 ✓					74.0 ✓	75.2 ✓		75.4 ✓				
Tohatchi Middle													
Reading 61	22.0 *					22.0 *	22.0 *	21.7 *	9.0 *	2.5	0.0 *	0.25	-1.6 *
Mathematics 55	14.1 *					14.1 *	14.1 *	13.0 *	6.7 *	2.2	-1.2 *	0.15	-2.2 *
Attendance 92	93.0 ✓					93.0 ✓	93.0 ✓	92.3 ✓	93.2 ✓				
Tse Yi Gai High													
Reading 61	12.8 *					12.8 *	12.8 *		0.0 *	2.5		0.25	-2.3 *
Mathematics 55	17.0 *					17.0 *	17.0 *		4.5 *	2.2		0.15	-1.8 *
Attendance 92	90.6 *					90.6 *	90.6 *	87.1 *	89.6 *				
Graduation 73.7	71.3 *					71.3 *	71.3 *		68.2 *				
Twin Lakes Elementary													
Reading 61	22.6 *					22.9 *	22.6 *		12.9 *	2.5		0.25	-2.4 *
Mathematics 55	26.2 *					26.5 *	26.2 *		16.1 *	2.2		0.15	-3.7 *
Attendance 92	93.7 ✓					93.7 ✓	93.7 ✓	94.5 ✓	93.7 ✓				
Washington Elementary													
Reading 61	33.7 *			36.6 *		30.0 *	33.7 *		18.5 *	2.5	1.1 *	0.25	-0.8 *
Mathematics 55	20.2 *			17.1 *		20.0 *	20.2 *		11.1 *	2.2	-1.7 *	0.15	-3.0 *
Attendance 92	94.5 ✓			95.0 ✓		94.3 ✓	94.5 ✓	94.1 ✓	94.4 ✓				

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for our students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-8 and 10-11, and in science in grades 4, 7, and 11.

		Reading				Mathematics				Science			
		Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
Grade		4	3	2	1	4	3	2	1	4	3	2	1
3	State Current	6	45	24	24	4	45	34	16				
3	State Prior	6	49	24	21	4	47	36	13				
3	LEA Current	<2	29	28	42	2	28	48	23				
3	LEA Prior	2	31	30	37	2	41	43	13				
4	State Current	8	36	41	15	10	33	35	23	6	43	31	21
4	State Prior	10	36	41	13	9	36	35	19	7	46	28	19
4	LEA Current	2	22	52	24	3	22	44	31	<2	22	39	38
4	LEA Prior	4	21	47	27	4	29	41	27	2	27	34	37
5	State Current	10	44	35	12	11	33	34	22				
5	State Prior	9	42	36	12	10	33	37	20				
5	LEA Current	3	27	47	23	2	23	38	37				
5	LEA Prior	3	28	45	23	4	24	41	31				
6	State Current	9	34	40	17	5	32	38	24				
6	State Prior	8	39	40	13	6	34	38	23				
6	LEA Current	4	18	47	31	2	21	40	37				
6	LEA Prior	5	24	46	25	3	25	41	31				
7	State Current	5	46	34	14	5	35	37	23	10	32	34	24
7	State Prior	5	45	36	14	6	36	38	21	10	32	35	23
7	LEA Current	3	28	41	28	3	26	39	32	4	18	34	44
7	LEA Prior	2	27	44	26	3	28	39	30	2	17	40	41

		Reading				Mathematics				Science			
Grade	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
8	State Current	7	51	29	13	5	35	43	17				
8	State Prior	5	55	28	12	5	38	44	14				
8	LEA Current	2	40	36	23	3	26	49	22				
8	LEA Prior	5	43	32	20	3	32	47	18				
10	State Current	5	33	41	21	5	26	52	17				
10	State Prior	8	33	40	19	4	26	53	17				
10	LEA Current	2	17	44	37	3	20	58	19				
10	LEA Prior	3	23	44	30	2	19	55	23				
11	State Current	9	43	36	13	9	34	46	11	4	37	41	18
11	State Prior	12	44	33	11	7	35	47	11	3	37	41	20
11	LEA Current	5	27	44	25	4	32	50	14	<2	19	47	32
11	LEA Prior	7	37	38	17	5	38	44	13	<2	20	48	31

Achievement - Proficiency Summaries by Subgroup														
		Reading				Mathematics				Science				
	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)				
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	
All Students	LEA	3	26	42	29	3	24	46	27	2	20	40	38	
Female	LEA	3	30	43	24	2	26	47	25	<2	19	42	38	
Male	LEA	3	22	41	34	3	23	44	29	2	21	38	39	
Caucasian	LEA	11	53	31	5	9	48	35	9	11	54	30	5	
African American	LEA	5	38	33	24	5	24	38	33					
Hispanic	LEA	4	38	43	16	4	33	45	18	3	29	41	27	
Asian	LEA	23	47	24	6	28	48	22	2	23	58	12	8	
American Indian	LEA	2	22	43	34	2	21	47	30	<2	16	41	43	
Economically Disadvantaged	LEA	2	24	43	31	2	23	46	29	<2	17	41	41	
Students w Disabilities	LEA	7	4	18	72	3	6	27	63	2	13	19	66	
English Language Learners, Current	LEA	2	9	38	51	<2	11	43	45	<2	7	32	60	
Q1	LEA	<2	2	27	70	<2	2	33	65	<2	<2	2	98	
Q3	LEA	4	35	48	14	4	33	51	13	3	27	55	15	

Achievement - Proficiency Summaries by School														
		Reading				Mathematics				Science				
	Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)				
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	
Chee Dodge Elementary		<2	17	42	41	<2	13	53	34	<2	10	49	41	
Chief Manuelito Middle		2	24	41	33	2	22	41	35	4	15	38	43	
Church Rock Elementary		<2	12	47	41	<2	25	44	32	<2	13	31	56	
Crownpoint Elementary		<2	12	38	50	<2	10	41	49	<2	8	28	64	
Crownpoint High		<2	17	41	42	2	39	47	12	<2	8	58	34	
Crownpoint Middle		<2	17	50	33	<2	14	45	42	<2	7	37	56	
David Skeet Elementary		<2	15	50	35	<2	16	50	34	<2	13	34	53	
Gallup Central Alternative		<2	5	53	42	<2	5	54	41	<2	4	46	50	
Gallup High		3	22	45	30	2	35	50	13	2	25	41	32	
Gallup Middle		5	36	37	22	4	30	39	26	10	33	30	27	
Indian Hills Elementary		2	31	51	15	<2	27	46	27	<2	20	46	33	
Jefferson Elementary		7	39	40	14	3	35	45	17	<2	27	48	25	
John F Kennedy Middle		3	31	40	26	4	29	43	24	3	18	30	50	

Level 4=Advanced Level 3=Proficient Level 2=Nearing Proficient Level 1=Beginning Step	Reading				Mathematics				Science			
	Proficiency Level (%)				Proficiency Level (%)				Proficiency Level (%)			
	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
Juan de Onate Elementary	2	31	42	26	4	27	44	25	<2	17	48	35
Lincoln Elementary	2	34	44	20	5	30	43	23	<2	21	45	33
Middle College High Charter	18	41	32	9	6	35	56	3	<2	33	33	33
Miyamura High	5	28	41	26	6	24	53	17	3	25	46	26
Navajo Elementary	<2	13	42	44	2	18	46	34	<2	24	32	43
Navajo Middle	2	27	49	22	4	17	46	34	3	8	37	53
Navajo Pine High	4	9	50	37	4	13	60	23	<2	21	38	41
Ramah Elementary	<2	23	36	40	<2	18	42	38	<2	16	24	60
Ramah High	<2	28	54	18	<2	16	54	28	<2	18	54	29
Red Rock Elementary	5	56	32	7	8	54	32	6	3	58	33	5
Rocky View Elementary	<2	24	37	37	<2	19	47	33	<2	33	40	28
Roosevelt Elementary	5	32	44	19	3	26	45	25	<2	37	46	17
Stagecoach Elementary	2	18	44	36	2	14	40	44	<2	15	23	62
Thoreau Elementary	<2	28	46	26	4	25	49	22	2	17	54	27
Thoreau High	<2	21	47	31	3	23	62	12	<2	14	57	30
Thoreau Middle	5	41	37	17	4	30	45	21	3	18	33	46
Tobe Turpen Elementary	4	13	45	38	4	21	31	44	<2	16	33	51
Tohatchi Elementary	2	30	45	23	<2	26	50	24	<2	24	41	34
Tohatchi High	2	12	35	51	<2	9	60	30	<2	6	47	45
Tohatchi Middle	<2	20	45	34	<2	13	43	43	2	12	44	42
Tse Yi Gai High	<2	13	43	45	2	15	62	21	<2	19	33	48
Twin Lakes Elementary	<2	21	36	42	<2	25	36	38	<2	13	47	41
Washington Elementary	3	28	42	27	<2	20	49	31	<2	28	44	28

Blanks indicate too few students to report (N<10). Schools without tested grades (i.e. kindergarten only) will not have data.

Source: PED Data Planning and Analysis Bureau

Budgeted Expenditures		
Locally-authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes their locally authorized charter schools.		
	Amount \$	Percent %
Capital Outlay	\$4,672,660	3.5
Central Services	\$3,924,053	2.9
Community Services	\$68,835	0.1
Debt Service	\$9,496,981	7.1
Food Services	\$6,148,514	4.6
General Administration	\$1,277,652	1.0
Instruction	\$65,155,954	48.8
Instruction Support Services	\$3,477,527	2.6
Operations & Maintenance	\$16,593,331	12.4
Other Support Services	\$81,913	0.1
School Administration	\$7,006,565	5.2
Student Support Services	\$10,171,604	7.6
Student Transportation	\$5,428,550	4.1

Source: The PED School Budget and Financial Analysis Bureau

School Board Training	
School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.	
Board Member	Number of Points
Dale Buser	5
Dr. Bruce Tempest	24
Joseph Menini	25
Kevin Mitchell	10
Lisa Bracken	5
Mavis Price	8
Ms LaVerne Chischilly	5
Tara Lucio	5
Titus Nez	11

Source: NM School Board Association

Graduation - 5 Year Cohort of 2012										
These figures represent students who were expected to graduate on time by August 1, 2012 and either graduated on time, or required one additional year. The 4-year rates for the cohort of 2013 are displayed under School Growth Targets (SGT) earlier in this report. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.										
	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %	
State Current	74.0	79.7	71.7	71.6	87.6	70.7	69.6	63.0	70.8	
LEA Current	73.4	85.6		79.4		71.7	69.4	67.7	70.2	
Crownpoint High	75.5					75.0	74.6	77.8	78.2	

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Gallup Central Alternative	38.1			30.4		37.7	38.2		26.7
Gallup High	78.5	81.5		85.4		76.5	72.6	64.1	74.4
Middle College High Charter	80.7					69.4	83.0		
Miyamura High	74.3	91.7		84.6		70.7	67.9	62.9	64.3
Navajo Pine High	75.6					75.5	77.0		77.1
Ramah High	84.9	65.0				90.1	79.9		71.2
Thoreau High	81.1					80.6	82.5	76.0	78.9
Tohatchi High	74.6					74.3	72.4	88.8	73.7
Tse Yi Gai High	64.7					64.7	64.6		70.1

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Graduation - 6 Year Cohort of 2011

These figures represent students who were expected to graduate on time by August 1, 2011 and either graduated on time, or required up to two additional years. The cohort includes all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	73.5	80.2	69.4	71.1	83.6	68.3	68.8	63.6	69.7
LEA Current	72.3	85.2		78.4	92.2	70.3	69.5	59.0	67.1
Crownpoint High	82.1					81.8	80.5	54.7	80.7
Gallup Central Alternative	38.5			64.9		34.4	37.9		24.2
Gallup High	78.6	90.6		82.3		75.4	75.1	68.5	65.5
Gallup Juvenile Detention	2.9								
Middle College High Charter	82.7			77.6		76.1	93.5		
Miyamura High	72.9	81.0		76.1		71.1	70.7	47.4	59.7
Navajo Pine High	73.3					72.8	72.7		69.7
Ramah High	>98.0					>98.0	>98.0		>98.0
Thoreau High	70.9					69.8	72.1	63.0	67.2
Tohatchi High	75.4					74.6	70.6	67.1	70.0
Tse Yi Gai High	64.8					63.5	70.4		60.6

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2013, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2013 but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Graduation Technical Guide on the PED website: http://ped.state.nm.us/ped/Graduation_guides.html

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exit with intent to get GED or vocational credential %	Still Enrolled Continuing high school enrollment past 4th year %
State Current	<2.0	20.8	7.3	8.0
LEA Current		20.3	3.2	9.6
Tohatchi High		16.0		14.2
Thoreau High		13.4	8.1	
Navajo Pine High		29.5		
Miyamura High		19.5	3.6	10.3
Gallup High		19.2		9.7
Gallup Central Alternative		40.0	6.7	18.0
Crownpoint High		12.9		

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2012 (College Going) and 2010 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

- Eligible** Students earning a regular high school diploma.
- Enrolled** Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.
- Credits Earned** Students who enrolled and earned one year of college credit within two years of enrollment.

		Students N	Cauc N	Amer N	Hisp N	Asian N	Indian N	ED N	SWD N	ELL N
LEA Current	Eligible	939	50		92		781	682	83	191
LEA Current	Enrolled, In-State	500	34		54		399	343	20	71
LEA Current	Enrolled, Out-of-State	416	25		52		328	289	17	59
LEA Current	Credits Earned	290	28		35		223	154	10	31
Crownpoint High	Eligible	78					76	63		23
Crownpoint High	Enrolled, In-State	38					36	28		
Crownpoint High	Enrolled, Out-of-State	28					28	23		
Crownpoint High	Credits Earned	11					11			
Gallup Central Alternative	Eligible	113			15		92	113		17
Gallup Central Alternative	Enrolled, In-State	47					34	47		
Gallup Central Alternative	Enrolled, Out-of-State	44					31	44		
Gallup Central Alternative	Credits Earned	11					10	11		
Gallup High	Eligible	263			44		207	154	30	57
Gallup High	Enrolled, In-State	148			25		114	84	11	22
Gallup High	Enrolled, Out-of-State	123			24		90	69	10	17
Gallup High	Credits Earned	168	15		29		121	77		
Middle College High Charter	Eligible	24					11			
Middle College High Charter	Enrolled, In-State	15								
Middle College High Charter	Enrolled, Out-of-State	13								
Middle College High Charter	Credits Earned	19								
Miyamura High	Eligible	229	24		25		176	132	25	39
Miyamura High	Enrolled, In-State	128	16		16		93	68		15
Miyamura High	Enrolled, Out-of-State	112	12		15		83	63		15
Navajo Pine High	Eligible	26					26	26		
Navajo Pine High	Enrolled, In-State	11					11	11		
Ramah High	Eligible	30					23	22		
Ramah High	Enrolled, In-State	26					19	20		
Ramah High	Enrolled, Out-of-State	22					17	17		
Ramah High	Credits Earned	12								
Thoreau High	Eligible	87					83	87		18
Thoreau High	Enrolled, In-State	39					37	39		
Thoreau High	Enrolled, Out-of-State	31					29	31		
Thoreau High	Credits Earned	23					21	18		
Tohatchi High	Eligible	66					65	57		17
Tohatchi High	Enrolled, In-State	39					38	31		
Tohatchi High	Enrolled, Out-of-State	34					33	27		
Tohatchi High	Credits Earned	34					33	22		
Tse Yi Gai High	Eligible	22					22	22		

Blanks indicate too few students to report (N<10)

Source: National Student Clearinghouse

Teacher Credentials				
			Statewide %	LEA %
Teachers with Emergency or Provisional Credentials			.3	.0
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools		.5	.0
	Low Poverty Schools		.6	.0
NA= Not applicable; LEA did not have schools that qualified as high or low poverty				
Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Chee Dodge Elementary	22	45.5	54.5	0
Chief Manuelito Middle	37	70.3	29.7	0
Church Rock Elementary	24	58.3	41.7	0
Crownpoint Elementary	18	66.7	33.3	0
Crownpoint High	21	42.9	57.1	0

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
Crownpoint Middle	8	75	25	0
David Skeet Elementary	14	64.3	28.6	0
Gallup Central Alternative	18	38.9	61.1	0
Gallup High	55	56.4	43.6	0
Gallup Middle	29	65.5	34.5	0
Indian Hills Elementary	24	45.8	50	0
Jefferson Elementary	20	55	45	0
John F Kennedy Middle	42	76.2	23.8	0
Juan de Onate Elementary	24	62.5	37.5	0
Lincoln Elementary	22	68.2	27.3	0
Middle College High Charter	6	16.7	83.3	0
Miyamura High	62	59.7	40.3	0
Navajo Elementary	18	55.6	38.9	0
Navajo Middle	9	33.3	66.7	0
Navajo Pine High	11	63.6	27.3	0
Ramah Elementary	16	56.3	43.8	0
Ramah High	13	46.2	53.8	0
Red Rock Elementary	26	53.8	46.2	0
Rocky View Elementary	24	45.8	54.2	0
Roosevelt Elementary	16	56.3	43.8	0
Stagecoach Elementary	23	65.2	34.8	0
Thoreau Elementary	24	54.2	45.8	0
Thoreau High	21	57.1	38.1	0
Thoreau Middle	14	64.3	35.7	0
Tobe Turpen Elementary	23	69.6	30.4	0
Tohatchi Elementary	16	37.5	62.5	0
Tohatchi High	19	42.1	57.9	0
Tohatchi Middle	12	75	25	0
Tse Yi Gai High	9	66.7	22.2	0
Twin Lakes Elementary	17	52.9	47.1	0
Washington Elementary	16	87.5	12.5	0

* Does not include Below Bachelors

Blank=no data available, or not applicable

Source: LEA 120th day submission to PED

Parent Survey on the Quality of Education

- 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 maintain 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 employ various instructional methods and strategies to meet my child's needs.
- Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	5,926	93	84	93	89	86	88	82	91	89	95
Chee Dodge Elementary	253	95	90	92	89	91	90	90	91	92	94
Chief Manuelito Middle	0										
Church Rock Elementary	205	86	35	77	81	82	96	57	98	91	81
Crownpoint Elementary	152	95	99	94	96	89	93	86	98	93	99
Crownpoint High	96	94	69	89	87	79	82	75	87	82	95
Crownpoint Middle	67	94	94	95	92	85	92	90	92	92	97
David Skeet Elementary	148	97	96	96	96	90	91	90	96	96	96

- 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 maintain 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 employ various instructional methods and strategies to meet my child's needs.
- Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Gallup Central Alternative	152	98	82	99	97	97	99	89	94	98	98
Gallup High	681	90	83	91	78	83	86	90	86	86	94
Gallup Middle	222	95	89	94	92	91	95	88	95	92	96
Indian Hills Elementary	268	97	97	99	97	96	99	85	98	98	98
Jefferson Elementary	141	100	73	94	90	88	98	87	96	96	95
John F Kennedy Middle	302	93	97	93	85	89	84	79	80	86	96
Juan de Onate Elementary	236	96	80	97	96	92	94	80	96	96	97
Lincoln Elementary	177	94	71	98	96	89	90	83	97	99	97
Middle College High Charter	0										
Miyamura High	272	83	92	89	79	79	79	89	87	82	98
Navajo Elementary	52	90	92	77	80	85	84	73	85	90	85
Navajo Middle	75	97	99	90	87	70	84	62	76	74	84
Navajo Pine High	51	93	65	81	77	62	77	52	84	80	94
Ramah Elementary	98	90	42	100	98	87	82	74	100	96	94
Ramah High	86	90	92	91	87	84	82	78	86	87	98
Red Rock Elementary	185	99	82	99	97	80	92	78	97	98	98
Rocky View Elementary	140	98	79	89	94	90	90	88	99	96	99
Roosevelt Elementary	149	97	87	97	96	93	94	74	97	95	98
Stagecoach Elementary	206	94	96	95	91	90	87	82	98	92	98
Thoreau Elementary	190	95	77	92	94	92	93	81	98	92	98
Thoreau High	134	93	83	98	80	81	84	89	93	89	95
Thoreau Middle	195	91	96	94	85	91	88	83	86	86	92
Tobe Turpen Elementary	72	100	97	99	100	100	96	94	100	99	100
Tohatchi Elementary	139	95	99	96	90	88	88	80	93	92	97
Tohatchi High	116	79	29	70	74	61	66	60	76	76	77
Tohatchi Middle	188	93	78	76	78	54	61	60	65	56	77
Tse Yi Gai High	63	81	82	94	71	65	75	66	68	73	90
Twin Lakes Elementary	119	96	91	95	100	84	96	87	100	95	99
Washington Elementary	158	92	74	97	91	94	91	88	97	95	97

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments which annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation

	Reading %	Math %	Science %
4th Grade ELL	98	98	94
4th Grade SWD*	93	92	86
8th Grade ELL	93	98	93
8th Grade SWD*	91	89	87

* NAEP does not accommodate students with severe disabilities
Participation in NAEP is not mandatory

4th Grade	Reading (2013)				Math (2013)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	18	31	48	4	27	43	26	#	24	39	37

Nation	8	26	33	33	8	34	41	18	1	32	39	29
8th Grade	Reading (2011)				Math (2011)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
	New Mexico	1	21	45	33	4	18	40	37	1	22	35
Nation	4	31	42	23	8	26	39	27	2	29	34	36
* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment # Rounds to zero Blanks indicate too few students to report												