

**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 C

	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 Accountability Bureau

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 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

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

Achievement

Proficiencies in Reading, Mathematics, and Science

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

Amer Indian: American Indian

Cauc: Caucasian

ELL: English Language Learners

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

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%).

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	11,686	100.0	335,694	100.0
Female	5,721	49.0	164,149	48.9
Male	5,965	51.0	171,545	51.1
Caucasian	613	5.2	82,116	24.5
African American	32	0.3	7,302	2.2
Hispanic	1,641	14.0	205,853	61.3
Asian	102	0.9	4,345	1.3
American Indian	9,291	79.5	35,543	10.6
Pacific Islander	7	0.1	535	0.2
Multiracial	0	0.0	12	0.0
ED	10,786	92.3	240,438	71.6
SWD	1,470	12.6	49,729	14.8
ELL	3,268	28.0	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	1,580	13.5	14,844	4.4

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 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 its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2016 represented 654 schools.

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

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 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 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	25	75	30	70		
3	State Prior	26	74	26	74		
3	LEA Current	12	88	19	81		
3	LEA Prior	10	90	17	83		
4	State Current	25	75	23	77	43	57
4	State Prior	24	76	19	81	43	57
4	LEA Current	13	87	17	83	20	80
4	LEA Prior	12	88	11	89	20	80
5	State Current	25	75	26	75		
5	State Prior	24	76	21	79		
5	LEA Current	15	85	19	81		
5	LEA Prior	13	87	11	89		
6	State Current	24	76	20	80		
6	State Prior	22	78	19	81		
6	LEA Current	17	83	12	88		
6	LEA Prior	10	90	7	93		
7	State Current	23	77	18	82	45	55
7	State Prior	21	79	15	85	40	60
7	LEA Current	16	84	8	92	24	76

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
7	LEA Prior	12	88	7	93	21	79
8	State Current	26	74	20	81		
8	State Prior	23	77	17	83		
8	LEA Current	21	79	12	88		
8	LEA Prior	15	85	11	89		
9	State Current	27	73	18	82		
9	State Prior	27	73	16	84		
9	LEA Current	18	82	13	87		
9	LEA Prior	15	85	9	91		
10	State Current	32	68	14	87		
10	State Prior	31	69	12	88		
10	LEA Current	23	77	8	92		
10	LEA Prior	16	84	6	94		
11	State Current	45	55	10	90	39	61
11	State Prior	44	56	10	90	36	64
11	LEA Current	27	73	5	95	20	80
11	LEA Prior	31	69	6	94	20	80

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

Achievement - Proficiency Summaries by Subgroup							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	28	72	20	80	43	57
All Students	LEA Current	18	82	13	87	21	79
Female	LEA Current	23	77	13	87	19	81
Female	State Current	34	66	20	80	41	59
Male	State Current	22	78	20	80	44	56
Male	LEA Current	13	87	12	88	24	76
Caucasian	State Current	43	57	33	67	64	36
Caucasian	LEA Current	43	57	30	70	63	37
African American	State Current	24	76	15	85	38	62
African American	LEA Current	27	73	5	95		
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	25	75	20	80	32	68
Asian	State Current	55	45	48	52	65	35
Asian	LEA Current	72	28	59	41	73	27
American Indian	State Current	17	83	11	89	22	78
American Indian	LEA Current	15	85	10	90	15	85
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	16	84	12	88	19	81
Students w Disabilities	LEA Current	4	96	6	94	10	90
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89
English Language Learners	LEA Current	4	96	4	96	6	94

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Chee Dodge Elementary		9	91	13	87	14	86
Chief Manuelito Middle		20	80	9	91	19	81
Church Rock Elementary		4	96	7	93	10	90
Crownpoint Elementary		6	94	14	86	16	84

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Crownpoint High	14	86	7	93	10	90
Crownpoint Middle	14	86	15	85	27	73
David Skeet Elementary	18	82	22	78	31	69
Gallup Central Alternative	4	96	<2	>98	8	92
Gallup High	22	78	6	94	18	82
Gallup Middle	28	72	13	87	41	59
Indian Hills Elementary	30	70	38	63	28	73
Jefferson Elementary	14	86	25	75	21	79
John F Kennedy Middle	18	82	16	84	29	71
Juan de Onate Elementary	19	81	19	81	7	93
Lincoln Elementary	17	83	33	67	11	89
Middle College High Charter	54	46	16	84	46	54
Miyamura High	26	74	16	84	25	75
Navajo Elementary	4	96	6	94	13	87
Navajo Middle	7	93	3	97	10	90
Navajo Pine High	17	83	4	96	18	82
Ramah Elementary	8	92	9	91	31	69
Ramah High	13	87	4	96	16	84
Red Rock Elementary	25	75	36	64	52	48
Rocky View Elementary	16	84	18	82	15	85
Roosevelt Elementary	17	83	14	86	30	70
Stagecoach Elementary	15	85	20	80	23	77
Thoreau Elementary	14	86	16	84	19	81
Thoreau High	25	75	4	96	23	77
Thoreau Middle	15	85	3	97	13	87
Tobe Turpen Elementary	4	96	12	88	12	88
Tohatchi Elementary	12	88	18	82	4	96
Tohatchi High	18	82	<2	>98	9	91
Tohatchi Middle	11	89	4	96	13	88
Tse Yi Gai High	21	79	4	96	<2	>98
Twin Lakes Elementary	14	86	12	88	7	93
Washington Elementary	11	89	21	79	29	71

Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data.

Source: PED Accountability 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 its locally authorized charter schools.		
	Amount	Percent
	\$	%
Capital Outlay	\$14,072,421	9.3
Central Services	\$3,496,964	2.3
Community Services	\$9,331	0.0
Debt Service	\$9,930,997	6.5
Food Services	\$7,172,939	4.7
General Administration	\$1,650,559	1.1
Instruction	\$71,261,569	46.9
Instructional Support Services	\$3,778,879	2.5
Operations & Maintenance	\$16,078,581	10.6
Other Support Services	\$76,920	0.1
School Administration	\$7,129,709	4.7
Student Support Services	\$11,711,360	7.7
Student Transportation	\$5,494,318	3.6

Source: 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
Joe Menini	23
Kevin Mitchell	32
Lynn Huenemann	19
Priscilla Manuelito	33
Sandra Jeff	0

Source: NM School Board Association

Graduation - 4-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, and graduated on time. 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	68.6	73.6	61.0	67.2	78.9	62.9	63.5	59.3	64.0
LEA Current	66.6	76.7		71.9	85.2	64.9	65.1	64	65.2
Crownpoint High	68.4					68.4	68.4		61.1
Gallup Central Alternative	26.5			46		23.6	25.9	32.5	29.7
Gallup High	69			78.5		65.8	66.3	60.7	67.2
Gallup Juvenile Detention	<2.0								
Middle College High Charter	92.7					93.3			
Miyamura High	65.6	72.5		74.1		61.2	62.7	58.5	61.8
Navajo Pine High	65					67.1	65		61.6
Ramah High	77.2					80.2	63.6		
Thoreau High	74.5					73.5	74.5	88.4	72.7
Tohatchi High	72.4					73.1	72.7	68.3	72.4
Tse Yi Gai High	80.1					80.1	80.2		84.5

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 5-Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014, and either graduated on time or required one additional year. 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	70.5	76.4	65.8	69.0	86.1	62.9	64.6	59.5	66.3
LEA Current	65.7	79.2		69.8		63.7	62.8	63.7	65.6
Crownpoint High	67.4					67.8	68.6	64.0	68.2
Gallup Central Alternative	20.0			25.5		19.4	19.8		20.2
Gallup High	67.6	76.5		69.9		64.7	63.8	60.8	63.9
Middle College High Charter	97.2	97.0		>98.0					
Miyamura High	63.9	78.7		72.6		60.4	57.7	57.0	62.1
Navajo Pine High	70.5					69.0	70.3		74.7
Ramah High	90.1					87.6	87.1		82.2
Thoreau High	78.4					78.6	79.8	75.0	80.6
Tohatchi High	74.4					75.0	75.9	73.5	70.3
Tse Yi Gai High	75.4					75.2	75.4		75.3

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 6-Year Cohort of 2013

These figures represent students who were expected to graduate on time by August 1, 2013, and either graduated on time or required up to two additional years. 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	71.8	78.7	69.5	69.5	87.4	65.7	66.6	62.3	67.2
LEA Current	71.7	84.5		78.8	62.2	69.8	69.1	64.7	68.4
Crownpoint High	83.0					82.4	83.8	84.7	77.8
Gallup Central Alternative	39.9			53.7		35.2	40.0	35.9	24.5
Gallup High	72.3	82.8		79.8		69.2	67.7	66.7	65.6
Gallup Juvenile Detention	2.0						2.5		
Middle College High Charter	95.8					89.9			
Miyamura High	68.3	80.6		80.3		64.6	61.2	49.5	56.8
Navajo Pine High	69.1					68.3	69.1		67.6
Ramah High	93.0					91.6	91.9		86.7
Thoreau High	79.3					79.3	79.9	76.3	82.3
Tohatchi High	74.8					74.8	76.0		76.7
Tse Yi Gai High	71.4					71.4	71.4		68.2

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 4-Year Cohort of 2015, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2015, 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 Cohort Graduation Rate Technical Manual 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 Exited with intent to get GED or vocational credential %	Still Enrolled Continued high school enrollment past 4th year %
State Current	<2	29	6	3
LEA Current		27	5	8
Crownpoint High		20		
Gallup Central Alternative		45	11	20
Gallup High		26	4	6
Gallup Juvenile Detention		85		
Middle College High Charter				
Miyamura High		28	3	6
Navajo Pine High				
Ramah High				
Thoreau High		13	12	
Tohatchi High		24		
Tse Yi Gai High				

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

Source: PED Accountability Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2014 (College Going) and 2012 (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.

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
LEA Current	Eligible	682	42		94		537	529	75	124
LEA Current	Enrolled in state	297	28		50		213	213	12	28
LEA Current	Enrolled out of state	62					47	35		
LEA Current	Credits Earned	280	18		39		216	182		32
Crownpoint High	Eligible	64					64	64	10	21
Crownpoint High	Enrolled in state	17					17	17		
Crownpoint High	Enrolled out of state									
Crownpoint High	Credits Earned	19					19	14		
Gallup Central Alternative	Eligible	51					43	51		12
Gallup Central Alternative	Enrolled in state	14					13	14		
Gallup Central Alternative	Credits Earned	22					15	22		
Gallup High	Eligible	167	12		45		105	109	17	25
Gallup High	Enrolled in state	79			21		47	53		
Gallup High	Enrolled out of state	18					10			
Gallup High	Credits Earned	90			20		63	49		10
Middle College High Charter	Eligible	34	10		14					
Middle College High Charter	Enrolled in state	23			11					
Middle College High Charter	Enrolled out of state									
Middle College High Charter	Credits Earned	10								
Miyamura High	Eligible	169	14		25		127	110	16	24
Miyamura High	Enrolled in state	98	11		17		67	62		11
Miyamura High	Enrolled out of state	16					13			
Miyamura High	Credits Earned	70			10		50	36		
Navajo Pine High	Eligible	20					19	20		
Navajo Pine High	Enrolled in state									
Navajo Pine High	Enrolled out of state									
Navajo Pine High	Credits Earned									

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
Ramah High	Eligible	24					18	17		
Ramah High	Enrolled in state	10								
Ramah High	Enrolled out of state									
Ramah High	Credits Earned	20					15	15		
Thoreau High	Eligible	54					54	54		
Thoreau High	Enrolled in state	21					21	21		
Thoreau High	Enrolled out of state									
Thoreau High	Credits Earned	19					19	19		
Tohatchi High	Eligible	73					72	73	13	18
Tohatchi High	Enrolled in state	28					28	28		
Tohatchi High	Enrolled out of state									
Tohatchi High	Credits Earned	24					23	17		
Tse Yi Gai High	Eligible	26					26	26		14
Tse Yi Gai High	Enrolled in state									
Tse Yi Gai High	Credits Earned									

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

Source: National Student Clearinghouse

Teacher Credentials				
			Statewide %	LEA %
Teachers with Emergency or Provisional Credentials			.3	.3
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools		3.4	4.5
	Low Poverty Schools		2.2	.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	25	56.0	44.0	0.0
Chief Manuelito Middle	36	61.1	38.9	0.9
Church Rock Elementary	23	56.5	43.5	4.6
Crownpoint Elementary	25	72.0	24.0	0.0
Crownpoint High	18	33.3	66.7	0.0
Crownpoint Middle	8	62.5	37.5	9.1
David Skeet Elementary	15	46.7	46.7	6.9
Gallup Central Alternative	13	23.1	76.9	23.1
Gallup High	49	53.1	46.9	0.0
Gallup Middle	30	53.3	46.7	2.2
Indian Hills Elementary	19	63.2	36.8	0.0
Jefferson Elementary	22	59.1	40.9	0.0
John F Kennedy Middle	44	61.4	38.6	8.8
Juan de Onate Elementary	24	66.7	33.3	0.0
Lincoln Elementary	17	64.7	29.4	16.0
Middle College High Charter	5	20.0	80.0	0.0
Miyamura High	64	57.8	42.2	0.0
Navajo Elementary	19	73.7	26.3	6.0
Navajo Middle	4	25.0	75.0	0.0
Navajo Pine High	13	46.2	46.2	9.4
Ramah Elementary	13	46.2	53.8	0.0
Ramah High	14	50.0	50.0	27.3
Red Rock Elementary	24	50.0	50.0	0.0
Rocky View Elementary	23	43.5	56.5	0.0
Roosevelt Elementary	15	53.3	46.7	7.1
Stagecoach Elementary	22	68.2	31.8	0.0

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Thoreau Elementary	23	56.5	43.5	0.0
Thoreau High	21	47.6	52.4	8.3
Thoreau Middle	17	47.1	52.9	15.4
Tobe Turpen Elementary	24	70.8	29.2	0.0
Tohatchi Elementary	16	56.3	43.8	0.0
Tohatchi High	18	38.9	61.1	0.0
Tohatchi Middle	15	46.7	53.3	10.7
Tse Yi Gai High	7	57.1	28.6	30.3
Twin Lakes Elementary	13	46.2	53.8	24.5
Washington Elementary	14	71.4	28.6	0.0

* 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	
LEA Current	0											No Data Available
Chee Dodge Elementary	0											No Data Available
Chief Manuelito Middle	0											No Data Available
Church Rock Elementary	0											No Data Available
Crownpoint Elementary	0											No Data Available
Crownpoint High	0											No Data Available
Crownpoint Middle	0											No Data Available
David Skeet Elementary	0											No Data Available
Gallup Central Alternative	0											No Data Available
Gallup High	0											No Data Available
Gallup Middle	0											No Data Available
Indian Hills Elementary	0											No Data Available
Jefferson Elementary	0											No Data Available
John F Kennedy Middle	0											No Data Available
Juan de Onate Elementary	0											No Data Available
Lincoln Elementary	0											No Data Available
Middle College High Charter	0											No Data Available
Miyamura High	0											No Data Available
Navajo Elementary	0											No Data Available
Navajo Middle	0											No Data Available
Navajo Pine High	0											No Data Available
Ramah Elementary	0											No Data Available
Ramah High	0											No Data Available
Red Rock Elementary	0											No Data Available
Rocky View Elementary	0											No Data Available
Roosevelt Elementary	0											No Data Available
Stagecoach Elementary	0											No Data Available
Thoreau Elementary	0											No Data Available

- 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
Thoreau High	0	No Data Available									
Thoreau Middle	0	No Data Available									
Tobe Turpen Elementary	0	No Data Available									
Tohatchi Elementary	0	No Data Available									
Tohatchi High	0	No Data Available									
Tohatchi Middle	0	No Data Available									
Tse Yi Gai High	0	No Data Available									
Twin Lakes Elementary	0	No Data Available									
Washington Elementary	0	No Data Available									

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 that 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 2015

	Reading %	Math %	Science %
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	40	37
Nation	8	27	33	32	7	32	42	19	1	36	39	25

8th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	20	35	45
Nation	3	29	42	25	8	24	38	30	2	31	34	33

Rounds to zero