

**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 Agency 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	11,597	3.4	336,326	100.0
Female	5,663	48.8	164,089	48.8
Male	5,934	51.2	172,237	51.2
Caucasian	603	5.2	81,394	24.2
African American	45	0.4	7,600	2.3
Hispanic	1,668	14.4	206,348	61.4
Asian	115	1.0	4,457	1.3
American Indian	9,156	79.0	35,884	10.7
ED	11,597	100.0	249,348	74.1
SWD	1,581	13.6	52,927	15.7
ELL	3,139	27.1	45,669	13.6
Migrant	0	0.0	428	0.1
Recently Arrived	1,614	13.9	16,801	5.0

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 2017 represented 685 schools.

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

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	27	73	30	70		
3	State Prior	25	75	30	70		
3	LEA Current	16	84	25	75		
3	LEA Prior	12	88	19	81		
4	State Current	26	74	23	77	40	60
4	State Prior	25	75	23	77	43	57
4	LEA Current	14	86	17	83	20	80
4	LEA Prior	13	87	17	83	20	80
5	State Current	30	70	24	76		
5	State Prior	25	75	26	74		
5	LEA Current	19	81	17	83		
5	LEA Prior	15	85	18	82		
6	State Current	26	74	20	80		
6	State Prior	24	76	20	80		
6	LEA Current	21	79	13	87		
6	LEA Prior	16	84	11	89		
7	State Current	27	73	17	83	45	55
7	State Prior	23	77	18	82	45	55
7	LEA Current	25	75	9	91	30	70

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
7	LEA Prior	16	84	7	93	24	76
8	State Current	29	71	21	79		
8	State Prior	26	74	20	80		
8	LEA Current	24	76	12	88		
8	LEA Prior	21	79	12	88		
9	State Current	26	74	17	83		
9	State Prior	27	73	18	82		
9	LEA Current	19	81	10	90		
9	LEA Prior	18	82	13	87		
10	State Current	32	68	15	85		
10	State Prior	32	68	13	87		
10	LEA Current	23	77	13	87		
10	LEA Prior	23	77	8	92		
11	State Current	43	57	9	91	35	65
11	State Prior	45	55	10	90	39	61
11	LEA Current	33	67	6	94	17	83
11	LEA Prior	27	73	4	96	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	37	63	20	80	40	60
All Students	LEA Current	29	71	14	86	22	78
Female	State Current	42	58	20	80	39	61
Female	LEA Current	34	66	14	86	22	78
Male	State Current	32	68	20	80	42	58
Male	LEA Current	23	77	13	87	23	77
Caucasian	State Current	52	48	33	67	61	39
Caucasian	LEA Current	57	43	34	66	59	41
African American	State Current	34	66	15	85	37	63
African American	LEA Current	38	62	≤ 10	≥ 90	31	69
Hispanic	State Current	33	67	16	84	34	66
Hispanic	LEA Current	40	60	19	81	35	65
Asian	State Current	61	39	50	50	66	34
Asian	LEA Current	68	32	55	45	70	30
American Indian	State Current	26	74	11	89	22	78
American Indian	LEA Current	24	76	11	89	17	83
Economically Disadvantaged	State Current	31	69	15	85	32	68
Economically Disadvantaged	LEA Current	28	72	13	87	21	79
Students w Disabilities	State Current	19	81	9	91	18	82
Students w Disabilities	LEA Current	16	84	10	90	14	86
English Language Learners, Current	State Current	20	80	10	90	16	84
English Language Learners, Current	LEA Current	14	86	7	93	9	91

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Catherine A. Miller Elementary		23	77	7	93	7	93
Chee Dodge Elementary		26	74	17	83	8	92
Chief Manuelito Middle		24	76	7	93	34	66
Crownpoint Elementary		35	65	16	84	12	88

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Crownpoint High	10	90	≤ 2	≥ 98	13	87
Crownpoint Middle	18	82	16	84	32	68
David Skeet Elementary	33	67	26	74	31	69
Gallup Central Alternative	8	92	≤ 2	≥ 98	≤ 5	≥ 95
Gallup High	26	74	7	93	15	85
Gallup Middle	34	66	21	79	45	55
Indian Hills Elementary	43	57	26	74	21	79
Jefferson Elementary	41	59	28	72	18	82
John F Kennedy Middle	25	75	13	87	32	68
Juan de Onate Elementary	38	62	23	77	31	69
Lincoln Elementary	46	54	34	66	34	66
Middle College High Charter	54	46	19	81	58	42
Miyamura High	30	70	18	82	24	76
Navajo Elementary	17	83	8	92	7	93
Navajo Middle	15	85	8	92	11	89
Navajo Pine High	18	82	11	89	18	82
Ramah Elementary	32	68	19	81	≤ 10	≥ 90
Ramah High	14	86	5	95	16	84
Red Rock Elementary	50	50	33	67	43	57
Rocky View Elementary	31	69	20	80	24	76
Roosevelt Elementary	34	67	19	81	29	71
Stagecoach Elementary	30	70	21	79	25	75
Thoreau Elementary	29	71	17	83	16	84
Thoreau High	21	79	≤ 2	≥ 98	8	92
Thoreau Middle	16	84	5	95	18	82
Tobe Turpen Elementary	31	69	16	84	17	83
Tohatchi Elementary	33	67	21	79	≤ 10	≥ 90
Tohatchi High	24	76	7	93	8	92
Tohatchi Middle	13	87	8	92	10	90
Tse Yi Gai High	21	79	≤ 5	≥ 95	≤ 10	≥ 90
Twin Lakes Elementary	27	73	≤ 5	≥ 95	16	84
Washington Elementary	39	61	19	81	13	87

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	\$15,294,267	9.7
Central Services	\$3,616,953	2.3
Community Services	\$6,878	0.0
Debt Service	\$8,584,208	5.5
Food Services	\$7,548,573	4.8
General Administration	\$1,706,242	1.1
Instruction	\$73,860,722	47.0
Instruction Support Services	\$4,291,845	2.7
Operations & Maintenance	\$17,182,907	10.9
Other Support Services	\$196,882	0.1
School Administration	\$7,024,701	4.5
Student Support Services	\$11,675,804	7.4
Student Transportation	\$6,232,802	4.0

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
Charles Long	30
Christopher Mortensen	13
Joe Menini	6
Kevin Mitchell	34
Lynn Huenemann	8
Michael W. Schaaf	19
Priscilla Manuelito	43
Sandra Jeff	5

Source: NM School Board Association

Graduation - 4-Year Cohort of 2016

These figures represent students who were expected to graduate on time by August 1, 2016, 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	71	76	61	71	81	63	67	62	67
LEA Current	65	82		66		64	63	60	63
Crownpoint High	70					70	70		70
Gallup Central Alternative	24					24	22		26
Gallup High	65	77		65		64	63	56	61
Middle College High Charter	79								
Miyamura High	67	79		73		64	62	40	60
Navajo Pine High	67					67	67		70
Ramah High	≥ 80					78	≥ 80		
Thoreau High	63					62	63		58
Tohatchi High	78					78	78		78
Tse Yi Gai High	≥ 90					≥ 90	≥ 90		96

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

Graduation - 5-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, 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	75	79	68	74	84	71	72	68	73
LEA Current	73	76		74	≥ 80	72	71	68	72
Crownpoint High	79					79	79		74
Gallup Central Alternative	39					38	39		46
Gallup High	74			81		72	71	63	71
Middle College High Charter	≥ 80								
Miyamura High	72	73		74		70	69	61	70
Navajo Pine High	81					84	84		86
Ramah High	79					82	66		
Thoreau High	78					77	78	≥ 80	77
Tohatchi High	77					77	77	69	77
Tse Yi Gai High	81					81	81		≥ 80

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

Graduation - 6-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 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	79	83	76	78	91	75	75	72	76
LEA Current	79	86		80		78	76	75	78
Crownpoint High	81					82	81	≥ 80	81
Gallup Central Alternative	45			41		45	41		45
Gallup High	85	≥ 80		82		85	83	74	83
Middle College High Charter	≥ 90	≥ 80							
Miyamura High	79	≥ 80		86		77	74	65	77
Navajo Pine High	81					80	81		≥ 80
Ramah High	≥ 90					≥ 90	≥ 80		
Thoreau High	84					83	84		84
Tohatchi High	84					84	85	≥ 80	82
Tse Yi Gai High	83					83	83		84

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

Graduation - 4-Year Cohort of 2016, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2016, 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	16	4	15
LEA Current	<2	21.0		17.0
Crownpoint High		23.0		
Gallup Central Alternative		43.0		31.0
Gallup High		16.0		20.0
Gallup Juvenile Detention		71.0		
Middle College High Charter				
Miyamura High		17.0		18.0
Navajo Pine High		22.0		
Ramah High				
Thoreau High		30.0		
Tohatchi High		18.0		
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 2015 (College Going) and 2013 (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
Gallup McKinley County Schools	Eligible	742	26		101	10	603	563	67	309
Gallup McKinley County Schools	Enrolled in state	293	12		52		221	208	11	110
Gallup McKinley County Schools	Enrolled out of state	63					49	43		23
Gallup McKinley County Schools	Credits Earned	250	17		47		181	177	11	17
Crownpoint High	Eligible	61					60	54		31
Crownpoint High	Enrolled in state	23					23	19		12
Crownpoint High	Enrolled out of state									
Crownpoint High	Credits Earned									
Gallup Central Alternative	Eligible	100			11		89	67		38
Gallup Central Alternative	Enrolled in state	21					18	18		
Gallup Central Alternative	Enrolled out of state									
Gallup Central Alternative	Credits Earned	11					10	11		
Gallup High	Eligible	167			41		119	120	13	62
Gallup High	Enrolled in state	73			24		44	49		21
Gallup High	Enrolled out of state	25					21	14		
Gallup High	Credits Earned	78			21		51	49		
Middle College High Charter	Eligible	17						11		
Middle College High Charter	Enrolled in state	11								
Middle College High Charter	Credits Earned	11								
Miyamura High	Eligible	202	14		42		139	138	13	64
Miyamura High	Enrolled in state	108			21		76	68		34
Miyamura High	Enrolled out of state	12								
Miyamura High	Credits Earned	80			18		52	46		
Navajo Pine High	Eligible	21					21	21		11
Navajo Pine High	Enrolled in state									

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
Navajo Pine High	Enrolled out of state									
Navajo Pine High	Credits Earned									
Ramah High	Eligible	17					16			
Ramah High	Enrolled in state									
Ramah High	Enrolled out of state									
Ramah High	Credits Earned	18					14	17		
Thoreau High	Eligible	72					65	66		38
Thoreau High	Enrolled in state	24					21	20		11
Thoreau High	Enrolled out of state									
Thoreau High	Credits Earned	17					16	17		
Tohatchi High	Eligible	61					61	53		40
Tohatchi High	Enrolled in state	25					25	21		17
Tohatchi High	Enrolled out of state									
Tohatchi High	Credits Earned	20					20	20		
Tse Yi Gai High	Eligible	24					24	24		17
Tse Yi Gai High	Enrolled in state									
Tse Yi Gai High	Enrolled out of 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			0.3	1.9
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools		1.8	1.4
	Low Poverty Schools		NA	NA
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 %	
Catherine A. Miller Elementary	25	52.0	48.0	0.0
Chee Dodge Elementary	23	56.5	39.1	0.0
Chief Manuelito Middle	39	61.5	38.5	8.8
Crownpoint Elementary	25	80.0	20.0	0.0
Crownpoint High	19	36.8	63.2	0.0
Crownpoint Middle	10	80.0	20.0	6.5
David Skeet Elementary	15	46.7	46.7	0.0
Gallup Central Alternative	13	38.5	61.5	0.0
Gallup High	54	50.0	50.0	0.0
Gallup Middle	28	60.7	39.3	0.0
Indian Hills Elementary	20	70.0	30.0	0.0
Jefferson Elementary	23	56.5	43.5	0.0
John F Kennedy Middle	43	62.8	37.2	1.8
Juan de Onate Elementary	16	56.3	43.8	0.0
Lincoln Elementary	16	56.3	37.5	0.0
Middle College High Charter	6	0.0	100.0	0.0
Miyamura High	69	50.7	47.8	1.6
Navajo Elementary	19	68.4	21.1	0.0
Navajo Middle	5	20.0	80.0	7.4
Navajo Pine High	13	38.5	53.8	7.5
Ramah Elementary	15	53.3	46.7	0.0
Ramah High	15	53.3	40.0	2.7
Red Rock Elementary	25	48.0	52.0	0.0

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Rocky View Elementary	23	47.8	52.2	0.0
Roosevelt Elementary	15	46.7	53.3	0.0
Stagecoach Elementary	20	70.0	30.0	0.0
Thoreau Elementary	21	52.4	47.6	0.0
Thoreau High	23	52.2	47.8	0.0
Thoreau Middle	16	43.8	56.3	9.5
Tobe Turpen Elementary	26	73.1	26.9	0.0
Tohatchi Elementary	14	71.4	28.6	0.0
Tohatchi High	18	55.6	44.4	0.0
Tohatchi Middle	12	91.7	8.3	18.2
Tse Yi Gai High	6	33.3	50.0	0.0
Twin Lakes Elementary	14	50.0	50.0	0.0
Washington Elementary	16	68.8	31.3	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											
<p>Q1 My child is safe at school.</p> <p>Q2 My child's school building is in good repair and has sufficient space to support quality education.</p> <p>Q3 My child's school holds high expectations for academic achievement.</p> <p>Q4 School personnel encourage me to participate in my child's education.</p> <p>Q5 The school offers adequate access to up-to-date computers and technologies.</p> <p>Q6 School staff maintain consistent discipline, which is conducive to learning.</p> <p>Q7 My child has an adequate choice of school-sponsored extracurricular activities.</p> <p>Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.</p> <p>Q9 The school staff employ various instructional methods and strategies to meet my child's needs.</p> <p>Q10 My child takes responsibility for his or her learning.</p>											
	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	3,680	90	80	90	83	70	80	68	89	81	93
Catherine A. Miller Elementary	95	93	96	97	91	77	77	69	97	88	97
Chee Dodge Elementary	221	88	86	88	84	69	80	70	94	81	90
Chief Manuelito Middle	55	87	95	91	82	84	87	87	87	78	91
Crownpoint Elementary	155	72	93	92	84	68	79	61	93	84	94
Crownpoint High	0	No Data Available									
Crownpoint Middle	71	92	79	90	77	59	75	70	85	85	97
David Skeet Elementary	67	99	84	90	88	60	61	65	91	81	87
Gallup Central Alternative	199	92	72	90	76	81	79	66	84	83	93
Gallup High	59	83	65	81	57	59	71	82	73	68	96
Gallup Middle	177	97	89	97	92	25	92	91	94	92	95
Indian Hills Elementary	121	99	90	100	93	83	91	70	98	92	98
Jefferson Elementary	230	95	99	97	90	88	82	70	95	84	98
John F Kennedy Middle	42	86	83	86	62	55	67	60	88	74	93
Juan de Onate Elementary	83	86	84	94	87	75	89	69	93	89	94
Lincoln Elementary	52	92	50	90	81	63	71	62	78	71	87
Middle College High Charter	23	96	87	100	78	100	87	61	83	100	91
Miyamura High	58	84	79	81	56	63	70	72	76	59	98
Navajo Elementary	0	No Data Available									
Navajo Middle	76	86	88	85	79	75	67	77	84	75	91
Navajo Pine High	52	81	60	73	69	60	65	54	63	62	94
Ramah Elementary	55	95	100	96	96	98	96	91	87	93	95
Ramah High	82	82	82	70	59	51	56	48	64	51	83
Red Rock Elementary	337	95	70	95	91	73	90	65	97	91	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
Rocky View Elementary	175	94	68	89	86	68	78	69	94	86	93
Roosevelt Elementary	81	98	84	94	88	72	73	62	94	86	91
Stagecoach Elementary	123	93	84	90	84	76	86	68	91	86	97
Thoreau Elementary	175	90	57	87	80	74	80	58	95	82	95
Thoreau High	159	93	67	82	76	68	71	72	79	70	94
Thoreau Middle	53	77	91	87	85	85	83	85	81	91	94
Tobe Turpen Elementary	200	94	91	91	85	72	83	73	91	79	89
Tohatchi Elementary	42	83	93	95	93	81	88	23	84	54	71
Tohatchi High	43	53	30	58	58	37	77	44	65	51	60
Tohatchi Middle	25	84	64	76	48	32	48	56	64	48	96
Tse Yi Gai High	84	85	70	87	84	81	74	64	72	60	91
Twin Lakes Elementary	70	86	84	90	89	86	83	79	93	87	99
Washington Elementary	139	96	92	93	91	72	86	64	94	86	95

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