



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

GALLUP

NO CHILD LEFT BEHIND SUMMARY

GALLUP

AYP Rating: AYP Not Met
Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	34	100
Schools in School Improvement	10	29
Schools in Corrective Action	3	9
Schools in Restructuring	19	56

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

What do schools have to do in order to meet AYP?

Schools need to:

- a) Achieve a 95% participation rate on state assessments.
- b) Reach targets for proficiency or reduce non-proficiency.
- c) Reach targets for the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2006-2007 STUDENT DEMOGRAPHICS*

	GALLUP		STATE WIDE	
	Number	Percent	Number	Percent
Female	6115	49.5	159155	48.8
Male	6233	50.5	167000	51.2
Caucasian	773	6.3	99600	30.5
African-American	43	0.3	8523	2.6
Hispanic	1381	11.2	178091	54.6
Asian/Pacific Islander	86	0.7	4246	1.3
American Indian	10065	81.5	35679	10.9
English Language Learners	4432	35.9	60832	18.7
Students with Disabilities	1481	12.0	48634	14.9
Free/Reduced Lunch Program	9725	78.8	193840	59.4
Migrant	5	0.0	796	0.2

*Source: STARS 120th day submission to Public Education Department.

NO CHILD LEFT BEHIND

2007-08 STATE ACCOUNTABILITY DATA (AYP)

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
CHEE DODGE ELEM	AYP Not Met	Restructuring 2	CHURCH ROCK ELEM	AYP Not Met	Restructuring 2
CROWNPOINT ELEM	AYP Not Met	Restructuring 2	CROWNPOINT HIGH	AYP Not Met	SI-2
CROWNPOINT MIDDLE	AYP Not Met	SI-2	DAVID SKEET ELEM	Meets AYP	Restr. 2 delay
GALLUP CENTRAL ALT	AYP Not Met	Restructuring 1	GALLUP HIGH	AYP Not Met	CA
GALLUP JUNIOR HIGH	AYP Not Met	Restructuring 2	GALLUP MIDDLE	AYP Not Met	R-2 suspended
INDIAN HILLS ELEM	AYP Not Met	SI-2	JEFFERSON ELEMENTARY	AYP Not Met	SI-2
JOHN F. KENNEDY MID	AYP Not Met	Restructuring 2	JUAN DE ONATE ELEM	AYP Not Met	SI-2
LINCOLN ELEMENTARY	AYP Not Met	SI-1	NAVAJO ELEMENTARY	AYP Not Met	Restructuring 2
NAVAJO MIDDLE SCHOOL	AYP Not Met	CA	NAVAJO PINE HIGH	AYP Not Met	CA
RAMAH ELEMENTARY	AYP Not Met	Restructuring 2	RAMAH HIGH	AYP Not Met	SI-2
RED ROCK ELEMENTARY	AYP Not Met	SI-2	ROCKY VIEW ELEM	AYP Not Met	Restructuring 2
ROOSEVELT ELEMENTARY	AYP Not Met	Progressing	STAGECOACH ELEM	AYP Not Met	Restructuring 2
THOREAU ELEMENTARY	AYP Not Met	Progressing	THOREAU HIGH	AYP Not Met	Restructuring 2
THOREAU MIDDLE	AYP Not Met	Restructuring 2	TOBE TURPEN ELEM	AYP Not Met	Restructuring 2
TOHATCHI ELEMENTARY	AYP Not Met	Restructuring 2	TOHATCHI HIGH	AYP Not Met	Restructuring 2
TOHATCHI MIDDLE	AYP Not Met	Restructuring 2	TSE'YI'GAI HIGH	AYP Not Met	SI-2
TWIN LAKES ELEM	AYP Not Met	Restructuring 2	WASHINGTON ELEM	AYP Not Met	SI-1

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
All Students in Grades 3, 4 & 5	Reading Proficiency	49	35.5	68.6	***	51.0	100.0	29.5	31.2	24.8	4.7
All students in Grades 6, 7 & 8	Reading Proficiency	42	32.2	56.9	***	44.7	73.3	27.9	26.8	15.5	2.0
All Students in Grades 9 & 11	Reading Proficiency	45	33.2	75.0	***	45.6	***	28.4	27.1	10.8	2.5
CHEE DODGE ELEM	Reading Proficiency	49	27.0	***	***	***	***	26.7	23.4	28.6	<1.0
CHURCH ROCK ELEM	Reading Proficiency	49	18.4	***	***	***	***	18.4	17.4	15.9	***
CROWNPOINT ELEM	Reading Proficiency	49	24.1	***	***	***	***	23.5	20.4	17.8	***
CROWNPOINT HIGH	Reading Proficiency	45	31.9	***	***	***	***	30.8	29.6	15.4	6.3
CROWNPOINT MIDDLE	Reading Proficiency	42	22.5	***	***	***	***	21.6	21.2	16.4	6.3
DAVID SKEET ELEM	Reading Proficiency	49	29.4	***	***	***	***	28.4	31.0	28.3	<1.0
GALLUP CENTRAL ALT	Reading Proficiency	45	<1.0	***	***	***	***	<1.0	<1.0	***	***
GALLUP HIGH	Reading Proficiency	45	39.3	67.4	***	54.7	***	32.0	30.5	21.0	5.1
GALLUP JUNIOR HIGH	Reading Proficiency	45	37.9	70.0	***	48.1	***	32.4	30.8	9.9	7.4
GALLUP MIDDLE	Reading Proficiency	42	32.1	53.6	***	37.8	***	26.6	27.2	9.8	4.8
INDIAN HILLS ELEM	Reading Proficiency	49	44.9	***	***	60.6	***	37.0	38.7	38.3	18.2
JEFFERSON ELEMENTARY	Reading Proficiency	49	34.9	***	***	38.5	***	22.9	23.2	28.1	20.0
JOHN F. KENNEDY MID	Reading Proficiency	42	27.6	42.9	***	38.2	***	24.6	22.4	17.2	12.5
JUAN DE ONATE ELEM	Reading Proficiency	49	37.0	***	***	44.0	***	32.3	34.2	30.4	20.0
LINCOLN ELEMENTARY	Reading Proficiency	49	41.2	***	***	55.3	***	30.9	37.9	19.6	18.2
NAVAJO ELEMENTARY	Reading Proficiency	49	23.5	***	***	***	***	23.5	23.5	13.5	***
NAVAJO MIDDLE SCHOOL	Reading Proficiency	42	26.2	***	***	***	***	26.2	22.0	11.1	7.7
NAVAJO PINE HIGH	Reading Proficiency	45	12.5	***	***	***	***	12.5	9.9	2.4	<1.0
RAMAH ELEMENTARY	Reading Proficiency	44	22.9	54.6	***	***	***	14.6	20.4	<1.0	***
RAMAH HIGH	Reading Proficiency	45	46.7	82.1	***	***	***	33.3	34.9	11.9	10.0
RED ROCK ELEMENTARY	Reading Proficiency	49	58.0	66.7	***	63.4	***	43.9	45.8	28.6	20.0
ROCKY VIEW ELEM	Reading Proficiency	49	33.0	***	***	42.9	***	30.8	34.4	25.0	***
ROOSEVELT ELEMENTARY	Reading Proficiency	49	53.5	82.4	***	45.0	***	46.9	50.0	34.5	***
STAGECOACH ELEM	Reading Proficiency	49	38.1	***	***	54.6	***	32.4	34.9	24.1	***
THOREAU ELEMENTARY	Reading Proficiency	49	42.9	***	***	***	***	37.2	38.3	32.0	***
THOREAU HIGH	Reading Proficiency	45	32.1	70.0	***	54.6	***	29.1	27.8	9.1	14.3
THOREAU MIDDLE	Reading Proficiency	42	36.2	65.0	***	***	***	32.1	32.0	26.3	3.5
TOBE TURPEN ELEM	Reading Proficiency	49	54.3	***	***	***	***	53.4	52.0	51.5	***
TOHATCHI ELEMENTARY	Reading Proficiency	49	24.7	***	***	***	***	24.7	22.8	9.4	13.3
TOHATCHI HIGH	Reading Proficiency	45	25.8	***	***	***	***	25.1	24.7	10.7	<1.0
TOHATCHI MIDDLE	Reading Proficiency	42	29.7	***	***	***	***	29.4	26.3	14.3	5.6
TSE'YI'GAI HIGH	Reading Proficiency	45	6.3	***	***	***	***	6.3	7.7	<1.0	***

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

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School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Pacific	Asian/Alaskan Native				
TWIN LAKES ELEM	Reading Proficiency	49	18.9	***	***	***	***	17.8	18.9	13.2	9.1	
WASHINGTON ELEM	Reading Proficiency	49	40.4	***	***	47.8	***	34.6	39.6	35.1	30.0	
All Students in Grades 3, 4 & 5	Math Proficiency	33	22.7	53.7	***	33.6	81.8	17.8	19.1	15.9	4.7	
All students in Grades 6, 7 & 8	Math Proficiency	20	15.9	37.7	***	21.1	53.3	13.0	12.5	7.5	1.2	
All Students in Grades 9 & 11	Math Proficiency	27	20.2	52.8	***	24.4	***	17.0	15.7	6.3	1.0	
CHEE DODGE ELEM	Math Proficiency	33	17.5	***	***	***	***	17.0	16.1	16.8	<1.0	
CHURCH ROCK ELEM	Math Proficiency	33	6.8	***	***	***	***	6.8	6.9	7.2	***	
CROWNPOINT ELEM	Math Proficiency	33	12.9	***	***	***	***	12.2	13.3	9.6	***	
CROWNPOINT HIGH	Math Proficiency	27	12.3	***	***	***	***	10.7	11.4	5.5	<1.0	
CROWNPOINT MIDDLE	Math Proficiency	20	6.7	***	***	***	***	5.7	5.3	3.3	<1.0	
DAVID SKEET ELEM	Math Proficiency	33	35.3	***	***	***	***	34.3	36.2	36.7	9.1	
GALLUP CENTRAL ALT	Math Proficiency	27	<1.0	***	***	***	***	<1.0	<1.0	***	***	
GALLUP HIGH	Math Proficiency	27	18.9	48.8	***	20.0	***	14.4	11.2	9.5	5.1	
GALLUP JUNIOR HIGH	Math Proficiency	23	22.1	44.3	***	24.0	***	19.1	18.4	4.8	5.0	
GALLUP MIDDLE	Math Proficiency	20	19.7	37.7	***	20.5	***	16.1	14.8	9.4	6.5	
INDIAN HILLS ELEM	Math Proficiency	33	27.9	***	***	33.3	***	23.9	20.4	19.2	18.2	
JEFFERSON ELEMENTARY	Math Proficiency	33	31.4	***	***	38.5	***	16.7	21.4	34.4	10.0	
JOHN F. KENNEDY MID	Math Proficiency	20	15.2	28.6	***	25.0	***	12.4	12.3	9.2	6.3	
JUAN DE ONATE ELEM	Math Proficiency	33	26.1	***	***	32.0	***	23.1	23.2	26.1	10.0	
LINCOLN ELEMENTARY	Math Proficiency	33	32.0	***	***	39.5	***	25.5	28.7	19.6	9.1	
NAVAJO ELEMENTARY	Math Proficiency	33	9.9	***	***	***	***	9.9	9.9	9.6	***	
NAVAJO MIDDLE SCHOOL	Math Proficiency	20	15.0	***	***	***	***	15.0	12.0	11.1	15.4	
NAVAJO PINE HIGH	Math Proficiency	27	11.4	***	***	***	***	11.4	11.1	4.8	<1.0	
RAMAH ELEMENTARY	Math Proficiency	28	14.1	54.6	***	***	***	7.1	10.9	<1.0	***	
RAMAH HIGH	Math Proficiency	23	26.7	57.1	***	***	***	13.8	16.3	<1.0	5.0	
RED ROCK ELEMENTARY	Math Proficiency	33	45.3	60.4	***	36.6	***	35.1	31.9	28.6	20.0	
ROCKY VIEW ELEM	Math Proficiency	33	27.0	***	***	42.9	***	23.1	24.7	17.5	***	
ROOSEVELT ELEMENTARY	Math Proficiency	33	23.3	41.2	***	30.0	***	14.3	22.6	3.5	***	
STAGECOACH ELEM	Math Proficiency	33	12.4	***	***	22.7	***	9.5	11.6	3.5	***	
THOREAU ELEMENTARY	Math Proficiency	33	27.4	***	***	***	***	22.1	25.3	15.8	***	
THOREAU HIGH	Math Proficiency	27	20.5	40.0	***	27.3	***	19.2	16.0	8.1	7.1	
THOREAU MIDDLE	Math Proficiency	20	15.9	40.0	***	***	***	13.9	14.1	11.6	<1.0	
TOBE TURPEN ELEM	Math Proficiency	33	17.3	***	***	***	***	13.7	16.0	13.2	***	
TOHATCHI ELEMENTARY	Math Proficiency	33	20.2	***	***	***	***	20.2	19.0	11.3	6.7	
TOHATCHI HIGH	Math Proficiency	27	18.7	***	***	***	***	17.9	17.8	8.7	<1.0	

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Pacific	Asian/Alaskan Native				
TOHATCHI MIDDLE	Math Proficiency	20	16.4	***	***	***	***	16.0	14.1	5.0	<1.0	
TSE'YI'GAI HIGH	Math Proficiency	27	<1.0	***	***	***	***	<1.0	<1.0	<1.0	***	
TWIN LAKES ELEM	Math Proficiency	33	12.2	***	***	***	***	12.3	12.2	11.3	<1.0	
WASHINGTON ELEM	Math Proficiency	33	33.7	***	***	34.8	***	32.7	32.3	29.7	30.0	
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.4	94.8	***	94.9	97.5	94.2	94.3	94.5	93.6	
All students in Grades 6, 7 & 8	Attendance Rate	92	91.7	93.4	***	93.6	95.2	91.2	91.2	91.1	89.7	
CHEE DODGE ELEM	Attendance Rate	92	93.6	***	***	***	***	93.7	93.7	93.9	91.7	
CHURCH ROCK ELEM	Attendance Rate	92	94.0	***	***	***	***	94.0	94.1	93.9	***	
CROWNPOINT ELEM	Attendance Rate	92	94.3	***	***	***	***	94.3	94.1	94.4	***	
CROWNPOINT MIDDLE	Attendance Rate	92	90.1	***	***	***	***	90.0	89.5	90.8	89.5	
DAVID SKEET ELEM	Attendance Rate	92	97.1	***	***	***	***	97.1	97.1	97.1	97.5	
GALLUP JUNIOR HIGH	Attendance Rate	92	90.5	92.3	***	91.7	***	90.0	90.0	89.5	86.9	
GALLUP MIDDLE	Attendance Rate	92	93.5	94.0	***	94.2	***	93.2	93.1	93.3	92.7	
INDIAN HILLS ELEM	Attendance Rate	92	93.2	***	***	93.0	***	93.3	92.9	93.0	92.7	
JEFFERSON ELEMENTARY	Attendance Rate	92	94.4	***	***	93.7	***	94.5	94.4	95.3	92.9	
JOHN F. KENNEDY MID	Attendance Rate	92	91.3	93.3	***	93.9	***	90.7	90.9	90.0	88.6	
JUAN DE ONATE ELEM	Attendance Rate	92	94.5	***	***	95.1	***	94.3	94.4	94.0	95.3	
LINCOLN ELEMENTARY	Attendance Rate	92	94.6	***	***	94.5	***	94.7	94.5	94.7	93.5	
NAVAJO ELEMENTARY	Attendance Rate	92	95.2	***	***	***	***	95.4	95.3	95.3	***	
NAVAJO MIDDLE SCHOOL	Attendance Rate	92	93.0	***	***	***	***	93.0	92.9	93.8	89.2	
RAMAH ELEMENTARY	Attendance Rate	92	91.7	95.4	***	***	***	90.8	91.4	90.0	***	
RAMAH HIGH	Attendance Rate	92	90.4	93.7	***	***	***	89.2	89.3	89.3	88.1	
RED ROCK ELEMENTARY	Attendance Rate	92	94.6	95.1	***	95.2	***	93.9	94.2	95.0	94.4	
ROCKY VIEW ELEM	Attendance Rate	92	94.1	***	***	94.7	***	94.1	94.4	94.3	***	
ROOSEVELT ELEMENTARY	Attendance Rate	92	94.7	95.7	***	94.6	***	94.5	94.5	94.4	***	
STAGECOACH ELEM	Attendance Rate	92	92.9	***	***	94.5	***	92.4	92.7	92.8	***	
THOREAU ELEMENTARY	Attendance Rate	92	95.2	***	***	***	***	95.3	95.1	95.5	***	
THOREAU MIDDLE	Attendance Rate	92	91.0	93.1	***	***	***	90.8	90.7	90.7	90.2	
TOBE TURPEN ELEM	Attendance Rate	92	92.8	***	***	***	***	92.5	92.5	92.4	***	
TOHATCHI ELEMENTARY	Attendance Rate	92	92.9	***	***	***	***	92.7	92.7	93.0	92.2	
TOHATCHI MIDDLE	Attendance Rate	92	90.4	***	***	***	***	90.3	90.3	90.4	89.4	
TWIN LAKES ELEM	Attendance Rate	92	93.8	***	***	***	***	93.7	93.7	94.8	92.9	
WASHINGTON ELEM	Attendance Rate	92	94.5	***	***	95.0	***	94.1	94.5	94.5	93.4	
All Students in Grade 12	Graduation Rate	90	71.6	87.1	***	81.5	***	68.7	69.5	60.6	81.9	
CROWNPOINT HIGH	Graduation Rate	90	78.2	***	***	***	***	77.3	78.1	63.0	100.0	

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			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
GALLUP CENTRAL ALT	Graduation Rate	90	45.7	***	***	***	***	42.9	48.9	***	***	
GALLUP HIGH	Graduation Rate	90	71.0	83.0	***	82.5	***	66.7	64.2	56.0	69.4	
NAVAJO PINE HIGH	Graduation Rate	90	87.2	***	***	***	***	87.2	87.1	87.5	100.0	
RAMAH HIGH	Graduation Rate	90	94.4	100.0	***	***	***	92.3	89.5	85.7	66.7	
THOREAU HIGH	Graduation Rate	90	80.0	88.9	***	100.0	***	78.3	80.5	71.4	88.5	
TOHATCHI HIGH	Graduation Rate	90	82.4	***	***	***	***	82.2	87.0	78.6	100.0	
TSE'YI'GAI HIGH	Graduation Rate	90	66.7	***	***	***	***	66.7	66.7	20.0	***	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	405	3	37	33	26	1	100	404	0	21	62	16	1
	Male	99	392	1	26	38	35	1	99	392	1	19	66	14	1
Ethnicity	Caucasian	100	54	7	56	28	9	0	100	54	2	37	59	2	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	98	120	3	46	38	13	2	100	120	0	28	64	8	2
	Asian/Pacific	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	American Indian ¹	99	616	1	26	36	36	1	100	615	0	17	65	17	1
Status	SWD ²	99	72	4	6	21	68	1	100	72	3	6	51	40	1
	ELL ³	98	358	2	20	32	44	2	99	357	1	15	70	14	2
	FRLP	99	670	1	28	37	33	1	100	669	1	18	66	16	1
	Migrant	1.00	1	***	***	***	***	0	1.00	1	***	***	***	***	0
All Students	2006-07	99	797	2	31	35	30	1	100	796	1	20	64	15	1
	2005-06	98	767	1	30	39	28	2	100	768	1	23	65	12	2
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	364	4	33	48	16	0	100	364	2	24	62	12	0
	Male	100	389	3	24	41	31	0	100	389	4	20	57	18	0
Ethnicity	Caucasian	100	37	14	65	22	0	0	100	37	16	57	27	0	0
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	100	102	6	36	50	8	0	100	102	5	26	61	8	0
	Asian/Pacific	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	American Indian ¹	100	602	2	24	46	28	0	100	602	2	19	62	17	0
Status	SWD ²	100	60	3	10	20	67	0	98	60	2	5	42	50	2
	ELL ³	100	448	0	21	48	30	0	100	448	1	18	62	19	0
	FRLP	100	621	2	25	46	27	0	100	621	2	20	61	17	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	753	3	28	44	24	0	100	753	3	22	59	15	0
	2005-06	99	794	4	29	46	21	1	99	793	3	23	60	14	1
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

¹ includes Alaskan Natives ² SWD - Students with Disabilities ³ ELL - English Language Learners

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	382	7	41	38	15	0	100	383	2	20	60	17	0
	Male	99	403	4	29	47	19	1	100	403	2	18	62	17	0
Ethnicity	Caucasian	98	47	15	51	21	11	2	100	47	11	38	43	9	0
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	100	102	13	49	30	8	0	100	102	2	36	52	10	0
	Asian/Pacific	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	American Indian ¹	100	629	3	31	47	19	0	100	630	1	15	64	19	0
Status	SWD ²	100	84	6	4	31	60	0	100	84	2	6	42	50	0
	ELL ³	100	460	3	28	47	23	0	100	460	1	13	64	21	0
	FRLP	100	672	4	31	46	18	0	100	673	2	16	63	19	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	785	5	34	43	17	0	100	786	2	19	61	17	0
	2005-06	100	879	4	36	45	14	0	100	878	1	23	57	19	0
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	421	2	20	64	14	0	100	421	1	18	61	19	1
	Male	99	436	0	16	56	27	1	99	436	1	18	54	25	2
Ethnicity	Caucasian	100	65	9	37	43	11	0	100	65	5	34	49	12	0
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	100	111	0	32	58	10	0	100	111	1	28	52	19	0
	Asian/Pacific	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	American Indian ¹	99	671	0	13	62	23	1	99	671	1	14	60	24	1
Status	SWD ²	97	86	3	0	26	67	3	97	86	1	3	33	59	3
	ELL ³	99	380	0	7	61	31	1	99	380	0	11	56	31	2
	FRLP	99	692	1	14	61	23	1	99	692	1	14	59	24	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	857	1	18	60	21	1	99	857	1	18	58	22	1
	2005-06	99	907	2	23	58	16	1	99	907	2	11	54	31	1
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	505	4	34	50	11	0	99	505	2	10	54	33	1
	Male	100	468	4	26	45	25	0	99	465	1	12	49	37	1
Ethnicity	Caucasian	100	66	15	48	32	5	0	100	66	6	30	45	18	0
	African-American	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	Hispanic	99	98	5	43	42	9	1	99	98	2	11	58	28	1
	Asian/Pacific American Indian ¹	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Status	SWD ²	100	802	3	27	50	20	0	99	799	1	10	51	37	1
	ELL ³	98	110	5	6	25	61	2	95	109	4	2	19	71	5
	FRLP	100	476	3	14	54	28	0	99	473	1	6	45	47	1
	Migrant	100	776	3	26	49	21	0	99	773	1	9	51	38	1
All Students	2006-07	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	2005-06	99	973	4	30	48	18	0	99	970	1	11	52	35	1
NM State	2006-07	99	1,054	2	27	52	18	1	99	1,052	1	10	50	37	1
	2005-06	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
		99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	511	1	44	44	11	0	100	511	0	14	58	28	0
	Male	99	503	1	33	49	16	1	98	500	2	13	56	28	2
Ethnicity	Caucasian	98	58	5	64	19	10	2	98	58	7	29	50	12	2
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	99	102	0	56	37	6	1	100	102	1	18	64	18	0
	Asian/Pacific American Indian ¹	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Status	SWD ²	99	842	1	34	49	15	1	99	839	1	11	56	31	1
	ELL ³	95	114	2	6	29	58	5	96	114	3	1	25	68	4
	FRLP	98	428	1	21	53	23	2	98	427	1	5	50	42	2
	Migrant	99	795	1	33	50	16	1	99	793	1	11	55	32	1
All Students	2006-07	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	2005-06	99	1,014	1	38	46	14	1	99	1,011	1	13	57	28	1
NM State	2006-07	98	1,059	1	30	54	14	2	98	1,059	1	10	52	36	2
	2005-06	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
		99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

9TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	601	1	34	31	33	1	99	601	1	21	64	12	1
	Male	99	671	0	24	32	42	1	99	671	2	19	61	17	1
Ethnicity	Caucasian	100	56	7	68	20	5	0	100	56	16	39	38	7	0
	African-American	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	Hispanic	99	120	0	42	29	28	1	100	120	0	25	68	7	0
	Asian/Pacific	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	American Indian ¹	99	1,087	0	25	33	40	1	99	1,087	1	18	64	16	1
Status	SWD ²	99	158	1	4	11	82	1	99	158	1	3	44	52	1
	ELL ³	99	435	0	8	34	57	1	99	435	0	7	66	26	1
	FRLP	99	963	0	24	33	41	1	99	963	1	18	63	17	1
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	1,272	0	29	32	38	1	99	1,272	2	20	63	15	1
	2005-06	98	1,391	0	28	34	36	2	98	1,393	2	18	59	20	2
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	523	4	35	48	12	1	98	523	2	12	63	21	2
	Male	98	447	3	26	47	23	2	98	447	1	18	50	29	2
Ethnicity	Caucasian	100	66	23	52	21	5	0	100	66	12	36	35	17	0
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	99	93	1	49	35	13	1	99	93	1	19	58	20	1
	Asian/Pacific	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	American Indian ¹	98	805	2	27	51	19	2	98	805	0	12	59	26	2
Status	SWD ²	96	101	4	1	24	67	4	94	101	1	4	19	70	6
	ELL ³	100	340	1	14	56	29	0	99	340	0	6	55	38	1
	FRLP	99	645	2	26	52	19	1	98	645	0	10	59	28	2
	Migrant	1.00	1	***	***	***	***	0	1.00	1	***	***	***	***	0
All Students	2006-07	98	970	3	31	47	17	2	98	970	1	15	57	25	2
	2005-06	99	966	5	46	40	9	1	99	966	2	14	58	24	1
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
DeLaO, Joe	6
Descheny, Annie	7
Jackson, Genevieve	8
Tempest, Bruce	22
Thompson, Johnny	12

Source: 2006-07 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	47,426,096	56
Instructional Support Services	32,238,044	38
Students	5,592,099	17
Instruction	3,413,474	11
General Administration	881,758	3
School Administration	6,099,283	19
Central Services	2,417,668	7
Operations & Maintenance	13,821,771	43
Student Transportation	11,990	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	4,534,238	5
Total Expenditures	84,198,378	

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

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 0.17%

		Emergency or provisional Credentials.	Core Classes not taught by Highly Qualified Teachers.	
Percent of Teachers High Poverty Schools		0.72%	7.8%	
Percent of Teachers Low Poverty Schools		0.15%	11.0%	
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	1143	56.3	37.4	2.6
CHEE DODGE ELEM	36	52.8	36.1	5.0
CHURCH ROCK ELEM	37	59.5	29.7	0.0
CROWNPOINT ELEM	22	72.7	27.3	0.0
CROWNPOINT HIGH	33	60.6	39.4	9.1
CROWNPOINT MIDDLE	20	70.0	20.0	0.0
DAVID SKEET ELEM	26	65.4	26.9	0.0
EDUCATION DEV CNT	16	50.0	50.0	***
GALLUP CENTRAL ALT	27	51.9	48.1	0.0
GALLUP DISTRICT OFF	60	20.0	35.0	***
GALLUP HIGH	91	49.5	45.1	3.3
GALLUP MIDDLE	51	60.8	35.3	0.8
INDIAN HILLS ELEM	34	50.0	50.0	5.3
JEFFERSON ELEMENTARY	22	63.6	36.4	0.0
JOHN F. KENNEDY MID	41	61.0	36.6	0.0
JUAN DE ONATE ELEM	28	57.1	42.9	5.9
LINCOLN ELEMENTARY	24	58.3	41.7	0.0
MIYAMURA HIGH SCHOOL	91	68.1	30.8	5.4
NAVAJO ELEMENTARY	25	64.0	36.0	0.0
NAVAJO MIDDLE SCHOOL	17	41.2	58.8	0.0
NAVAJO PINE HIGH	20	55.0	45.0	2.1
RAMAH ELEMENTARY	19	63.2	31.6	0.0
RAMAH HIGH	20	50.0	45.0	0.0
RED ROCK ELEMENTARY	28	53.6	46.4	0.0
REHOBOTH CHRISTIAN	1	0.0	.0	***
ROCKY VIEW ELEM	28	67.9	28.6	0.0
ROOSEVELT ELEMENTARY	18	72.2	27.8	0.0
STAGECOACH ELEM	28	64.3	32.1	5.9
THOREAU ELEMENTARY	28	64.3	28.6	0.0
THOREAU HIGH	41	58.5	36.6	4.7
THOREAU MIDDLE	29	69.0	31.0	0.0
TOBE TURPEN ELEM	26	53.8	42.3	0.0
TOHATCHI ELEMENTARY	23	30.4	69.6	7.7
TOHATCHI HIGH	45	51.1	31.1	2.2
TOHATCHI MIDDLE	23	34.8	56.5	2.4

* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

*** = missing or not available

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 0.17%

	Emergency or provisional Credentials.	Core Classes not taught by Highly Qualified Teachers.
Percent of Teachers High Poverty Schools	0.72%	7.8%
Percent of Teachers Low Poverty Schools	0.15%	11.0%

	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
TSE'YI'GAI HIGH	19	68.4	31.6	2.0
TWIN LAKES ELEM	25	48.0	32.0	0.0
WASHINGTON ELEM	21	81.0	19.0	7.1

* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

*** = missing or not available

Parent Survey on the Quality of Education Spring 2007

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

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

#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0	
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7	
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1	
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1	
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1	
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0	
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4	
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4	
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7	
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1	
DISTRICT WIDE TOTALS	1	1020	2145	237	91	195	93	27.0	56.7	6.3	2.4	5.2	2.5	
DISTRICT WIDE TOTALS	2	715	1974	526	243	249	74	18.9	52.2	13.9	6.4	6.6	2.0	
DISTRICT WIDE TOTALS	3	1018	2205	230	49	186	93	26.9	58.3	6.1	1.3	4.9	2.5	
DISTRICT WIDE TOTALS	4	1000	2128	307	89	105	152	26.4	56.3	8.1	2.4	2.8	4.0	
DISTRICT WIDE TOTALS	5	696	1945	342	102	590	106	18.4	51.4	9.0	2.7	15.6	2.8	
DISTRICT WIDE TOTALS	6	770	2201	301	127	272	110	20.4	58.2	8.0	3.4	7.2	2.9	
DISTRICT WIDE TOTALS	7	645	1981	496	131	370	158	17.1	52.4	13.1	3.5	9.8	4.2	
DISTRICT WIDE TOTALS	8	1199	2163	208	63	79	69	31.7	57.2	5.5	1.7	2.1	1.8	
DISTRICT WIDE TOTALS	9	878	2178	271	67	271	116	23.2	57.6	7.2	1.8	7.2	3.1	
DISTRICT WIDE TOTALS	10	1277	2180	166	31	56	71	33.8	57.7	4.4	0.8	1.5	1.9	
CHEE DODGE ELEM	1	113	105	7	0	3	3	48.9	45.5	3.0	0.0	1.3	1.3	
CHEE DODGE ELEM	2	103	114	6	0	6	2	44.6	49.4	2.6	0.0	2.6	0.9	
CHEE DODGE ELEM	3	86	133	4	0	6	2	37.2	57.6	1.7	0.0	2.6	0.9	
CHEE DODGE ELEM	4	107	104	7	0	5	8	46.3	45.0	3.0	0.0	2.2	3.5	
CHEE DODGE ELEM	5	85	108	3	1	30	4	36.8	46.8	1.3	0.4	13.0	1.7	
CHEE DODGE ELEM	6	84	125	3	4	13	2	36.4	54.1	1.3	1.7	5.6	0.9	
CHEE DODGE ELEM	7	70	118	8	4	14	17	30.3	51.1	3.5	1.7	6.1	7.4	

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- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion										
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
CHEE DODGE ELEM	8	110	102	9	1	5	4	47.6	44.2	3.9	0.4	2.2	1.7			
CHEE DODGE ELEM	9	87	118	11	1	7	7	37.7	51.1	4.8	0.4	3.0	3.0			
CHEE DODGE ELEM	10	90	130	4	0	1	6	39.0	56.3	1.7	0.0	0.4	2.6			
CHURCH ROCK ELEM	1	36	72	7	8	6	4	27.1	54.1	5.3	6.0	4.5	3.0			
CHURCH ROCK ELEM	2	15	72	14	11	16	5	11.3	54.1	10.5	8.3	12.0	3.8			
CHURCH ROCK ELEM	3	24	86	5	0	13	5	18.0	64.7	3.8	0.0	9.8	3.8			
CHURCH ROCK ELEM	4	33	77	10	3	4	6	24.8	57.9	7.5	2.3	3.0	4.5			
CHURCH ROCK ELEM	5	19	78	6	1	23	6	14.3	58.6	4.5	0.8	17.3	4.5			
CHURCH ROCK ELEM	6	18	77	9	5	17	7	13.5	57.9	6.8	3.8	12.8	5.3			
CHURCH ROCK ELEM	7	23	83	9	0	15	3	17.3	62.4	6.8	0.0	11.3	2.3			
CHURCH ROCK ELEM	8	34	81	9	0	4	5	25.6	60.9	6.8	0.0	3.0	3.8			
CHURCH ROCK ELEM	9	27	86	6	0	9	5	20.3	64.7	4.5	0.0	6.8	3.8			
CHURCH ROCK ELEM	10	41	83	3	0	1	5	30.8	62.4	2.3	0.0	0.8	3.8			
CROWNPOINT ELEM	1	16	71	5	2	8	5	15.0	66.4	4.7	1.9	7.5	4.7			
CROWNPOINT ELEM	2	10	47	22	17	10	1	9.3	43.9	20.6	15.9	9.3	0.9			
CROWNPOINT ELEM	3	11	73	5	4	10	4	10.3	68.2	4.7	3.7	9.3	3.7			
CROWNPOINT ELEM	4	19	76	8	2	0	2	17.8	71.0	7.5	1.9	0.0	1.9			
CROWNPOINT ELEM	5	11	39	13	10	31	3	10.3	36.4	12.1	9.3	29.0	2.8			
CROWNPOINT ELEM	6	12	69	3	3	18	2	11.2	64.5	2.8	2.8	16.8	1.9			
CROWNPOINT ELEM	7	13	51	17	8	14	4	12.1	47.7	15.9	7.5	13.1	3.7			
CROWNPOINT ELEM	8	34	68	4	1	0	0	31.8	63.6	3.7	0.9	0.0	0.0			
CROWNPOINT ELEM	9	14	73	7	2	6	5	13.1	68.2	6.5	1.9	5.6	4.7			
CROWNPOINT ELEM	10	29	70	2	0	1	5	27.1	65.4	1.9	0.0	0.9	4.7			
CROWNPOINT HIGH	1	17	27	6	0	0	1	33.3	52.9	11.8	0.0	0.0	2.0			
CROWNPOINT HIGH	2	4	34	11	1	1	0	7.8	66.7	21.6	2.0	2.0	0.0			
CROWNPOINT HIGH	3	11	34	6	0	0	0	21.6	66.7	11.8	0.0	0.0	0.0			
CROWNPOINT HIGH	4	21	24	6	0	0	0	41.2	47.1	11.8	0.0	0.0	0.0			

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- Q1. My child is safe at school.
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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
CROWNPOINT HIGH	5	10	33	6	0	2	0	19.6	64.7	11.8	0.0	3.9	0.0	
CROWNPOINT HIGH	6	15	31	2	0	2	1	29.4	60.8	3.9	0.0	3.9	2.0	
CROWNPOINT HIGH	7	10	27	10	0	4	0	19.6	52.9	19.6	0.0	7.8	0.0	
CROWNPOINT HIGH	8	10	37	3	1	0	0	19.6	72.5	5.9	2.0	0.0	0.0	
CROWNPOINT HIGH	9	3	34	5	1	7	1	5.9	66.7	9.8	2.0	13.7	2.0	
CROWNPOINT HIGH	10	9	33	5	0	4	0	17.6	64.7	9.8	0.0	7.8	0.0	
CROWNPOINT MIDDLE	1	4	13	3	1	3	1	16.0	52.0	12.0	4.0	12.0	4.0	
CROWNPOINT MIDDLE	2	3	17	2	1	2	0	12.0	68.0	8.0	4.0	8.0	0.0	
CROWNPOINT MIDDLE	3	6	13	2	1	2	1	24.0	52.0	8.0	4.0	8.0	4.0	
CROWNPOINT MIDDLE	4	7	14	2	1	1	0	28.0	56.0	8.0	4.0	4.0	0.0	
CROWNPOINT MIDDLE	5	4	10	4	0	7	0	16.0	40.0	16.0	0.0	28.0	0.0	
CROWNPOINT MIDDLE	6	4	13	2	2	4	0	16.0	52.0	8.0	8.0	16.0	0.0	
CROWNPOINT MIDDLE	7	3	14	4	0	2	2	12.0	56.0	16.0	0.0	8.0	8.0	
CROWNPOINT MIDDLE	8	7	11	4	1	1	1	28.0	44.0	16.0	4.0	4.0	4.0	
CROWNPOINT MIDDLE	9	3	13	6	1	1	1	12.0	52.0	24.0	4.0	4.0	4.0	
CROWNPOINT MIDDLE	10	6	17	1	0	1	0	24.0	68.0	4.0	0.0	4.0	0.0	
DAVID SKEET ELEM	1	31	69	1	3	9	1	27.2	60.5	0.9	2.6	7.9	0.9	
DAVID SKEET ELEM	2	27	76	2	0	8	1	23.7	66.7	1.8	0.0	7.0	0.9	
DAVID SKEET ELEM	3	28	79	2	1	3	1	24.6	69.3	1.8	0.9	2.6	0.9	
DAVID SKEET ELEM	4	19	81	8	3	1	2	16.7	71.1	7.0	2.6	0.9	1.8	
DAVID SKEET ELEM	5	16	68	11	1	17	1	14.0	59.6	9.6	0.9	14.9	0.9	
DAVID SKEET ELEM	6	13	81	4	5	8	3	11.4	71.1	3.5	4.4	7.0	2.6	
DAVID SKEET ELEM	7	11	62	22	9	4	6	9.6	54.4	19.3	7.9	3.5	5.3	
DAVID SKEET ELEM	8	35	73	2	2	0	2	30.7	64.0	1.8	1.8	0.0	1.8	
DAVID SKEET ELEM	9	24	75	6	2	6	1	21.1	65.8	5.3	1.8	5.3	0.9	
DAVID SKEET ELEM	10	28	79	2	2	1	2	24.6	69.3	1.8	1.8	0.9	1.8	
GALLUP CENTRAL ALT	1	27	46	3	2	7	2	31.0	52.9	3.4	2.3	8.0	2.3	

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
GALLUP CENTRAL ALT	2	10	59	7	3	6	2	11.5	67.8	8.0	3.4	6.9	2.3	
GALLUP CENTRAL ALT	3	20	52	5	2	5	3	23.0	59.8	5.7	2.3	5.7	3.4	
GALLUP CENTRAL ALT	4	15	47	7	3	7	8	17.2	54.0	8.0	3.4	8.0	9.2	
GALLUP CENTRAL ALT	5	25	45	4	0	11	2	28.7	51.7	4.6	0.0	12.6	2.3	
GALLUP CENTRAL ALT	6	13	51	7	3	6	7	14.9	58.6	8.0	3.4	6.9	8.0	
GALLUP CENTRAL ALT	7	9	37	21	2	8	10	10.3	42.5	24.1	2.3	9.2	11.5	
GALLUP CENTRAL ALT	8	19	58	3	3	2	2	21.8	66.7	3.4	3.4	2.3	2.3	
GALLUP CENTRAL ALT	9	23	48	4	2	7	3	26.4	55.2	4.6	2.3	8.0	3.4	
GALLUP CENTRAL ALT	10	34	49	1	0	2	1	39.1	56.3	1.1	0.0	2.3	1.1	
GALLUP HIGH	1	3	27	2	1	1	0	8.8	79.4	5.9	2.9	2.9	0.0	
GALLUP HIGH	2	7	18	6	2	1	0	20.6	52.9	17.6	5.9	2.9	0.0	
GALLUP HIGH	3	5	23	2	2	1	1	14.7	67.6	5.9	5.9	2.9	2.9	
GALLUP HIGH	4	4	15	10	3	1	1	11.8	44.1	29.4	8.8	2.9	2.9	
GALLUP HIGH	5	2	18	4	2	7	1	5.9	52.9	11.8	5.9	20.6	2.9	
GALLUP HIGH	6	1	19	4	4	3	3	2.9	55.9	11.8	11.8	8.8	8.8	
GALLUP HIGH	7	3	21	2	3	4	1	8.8	61.8	5.9	8.8	11.8	2.9	
GALLUP HIGH	8	5	22	7	0	0	0	14.7	64.7	20.6	0.0	0.0	0.0	
GALLUP HIGH	9	4	16	6	3	3	2	11.8	47.1	17.6	8.8	8.8	5.9	
GALLUP HIGH	10	16	16	1	0	0	1	47.1	47.1	2.9	0.0	0.0	2.9	
GALLUP JUNIOR HIGH	1	37	142	14	2	16	11	16.7	64.0	6.3	0.9	7.2	5.0	
GALLUP JUNIOR HIGH	2	20	125	33	11	28	5	9.0	56.3	14.9	5.0	12.6	2.3	
GALLUP JUNIOR HIGH	3	47	132	13	5	18	7	21.2	59.5	5.9	2.3	8.1	3.2	
GALLUP JUNIOR HIGH	4	58	128	13	2	9	12	26.1	57.7	5.9	0.9	4.1	5.4	
GALLUP JUNIOR HIGH	5	28	125	17	5	38	9	12.6	56.3	7.7	2.3	17.1	4.1	
GALLUP JUNIOR HIGH	6	42	125	20	11	15	9	18.9	56.3	9.0	5.0	6.8	4.1	
GALLUP JUNIOR HIGH	7	34	137	17	5	22	7	15.3	61.7	7.7	2.3	9.9	3.2	
GALLUP JUNIOR HIGH	8	48	147	10	6	6	5	21.6	66.2	4.5	2.7	2.7	2.3	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
GALLUP JUNIOR HIGH	9	32	139	17	3	23	8	14.4	62.6	7.7	1.4	10.4	3.6	
GALLUP JUNIOR HIGH	10	59	135	16	2	4	6	26.6	60.8	7.2	0.9	1.8	2.7	
GALLUP MIDDLE	1	22	88	8	1	10	1	16.9	67.7	6.2	0.8	7.7	0.8	
GALLUP MIDDLE	2	15	70	30	3	8	4	11.5	53.8	23.1	2.3	6.2	3.1	
GALLUP MIDDLE	3	41	76	6	2	5	0	31.5	58.5	4.6	1.5	3.8	0.0	
GALLUP MIDDLE	4	28	83	9	3	3	4	21.5	63.8	6.9	2.3	2.3	3.1	
GALLUP MIDDLE	5	21	66	15	2	24	2	16.2	50.8	11.5	1.5	18.5	1.5	
GALLUP MIDDLE	6	29	80	9	3	7	2	22.3	61.5	6.9	2.3	5.4	1.5	
GALLUP MIDDLE	7	23	75	10	6	13	3	17.7	57.7	7.7	4.6	10.0	2.3	
GALLUP MIDDLE	8	37	80	5	3	1	4	28.5	61.5	3.8	2.3	0.8	3.1	
GALLUP MIDDLE	9	25	77	9	2	14	3	19.2	59.2	6.9	1.5	10.8	2.3	
GALLUP MIDDLE	10	53	74	2	0	0	1	40.8	56.9	1.5	0.0	0.0	0.8	
INDIAN HILLS ELEM	1	51	66	5	0	5	0	40.2	52.0	3.9	0.0	3.9	0.0	
INDIAN HILLS ELEM	2	67	54	4	0	2	0	52.8	42.5	3.1	0.0	1.6	0.0	
INDIAN HILLS ELEM	3	70	51	3	0	2	1	55.1	40.2	2.4	0.0	1.6	0.8	
INDIAN HILLS ELEM	4	54	65	5	0	2	1	42.5	51.2	3.9	0.0	1.6	0.8	
INDIAN HILLS ELEM	5	45	60	3	1	15	3	35.4	47.2	2.4	0.8	11.8	2.4	
INDIAN HILLS ELEM	6	43	69	4	0	5	6	33.9	54.3	3.1	0.0	3.9	4.7	
INDIAN HILLS ELEM	7	36	59	16	3	7	6	28.3	46.5	12.6	2.4	5.5	4.7	
INDIAN HILLS ELEM	8	69	51	6	0	1	0	54.3	40.2	4.7	0.0	0.8	0.0	
INDIAN HILLS ELEM	9	53	60	8	1	4	1	41.7	47.2	6.3	0.8	3.1	0.8	
INDIAN HILLS ELEM	10	55	68	4	0	0	0	43.3	53.5	3.1	0.0	0.0	0.0	
JEFFERSON ELEMENTARY	1	10	48	1	0	3	2	15.6	75.0	1.6	0.0	4.7	3.1	
JEFFERSON ELEMENTARY	2	4	47	9	3	0	1	6.3	73.4	14.1	4.7	0.0	1.6	
JEFFERSON ELEMENTARY	3	8	53	1	0	1	1	12.5	82.8	1.6	0.0	1.6	1.6	
JEFFERSON ELEMENTARY	4	12	39	6	1	5	1	18.8	60.9	9.4	1.6	7.8	1.6	
JEFFERSON ELEMENTARY	5	2	41	7	3	10	1	3.1	64.1	10.9	4.7	15.6	1.6	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
JEFFERSON ELEMENTARY	6	7	41	8	0	8	0	10.9	64.1	12.5	0.0	12.5	0.0			
JEFFERSON ELEMENTARY	7	3	33	16	4	5	3	4.7	51.6	25.0	6.3	7.8	4.7			
JEFFERSON ELEMENTARY	8	13	46	2	0	2	1	20.3	71.9	3.1	0.0	3.1	1.6			
JEFFERSON ELEMENTARY	9	8	51	2	0	3	0	12.5	79.7	3.1	0.0	4.7	0.0			
JEFFERSON ELEMENTARY	10	11	44	7	0	0	2	17.2	68.8	10.9	0.0	0.0	3.1			
JOHN F. KENNEDY MID	1	28	43	7	0	5	2	32.9	50.6	8.2	0.0	5.9	2.4			
JOHN F. KENNEDY MID	2	8	44	18	7	4	4	9.4	51.8	21.2	8.2	4.7	4.7			
JOHN F. KENNEDY MID	3	31	43	5	0	3	3	36.5	50.6	5.9	0.0	3.5	3.5			
JOHN F. KENNEDY MID	4	28	49	3	0	2	3	32.9	57.6	3.5	0.0	2.4	3.5			
JOHN F. KENNEDY MID	5	19	43	11	3	8	1	22.4	50.6	12.9	3.5	9.4	1.2			
JOHN F. KENNEDY MID	6	28	43	6	4	2	2	32.9	50.6	7.1	4.7	2.4	2.4			
JOHN F. KENNEDY MID	7	27	42	8	1	4	3	31.8	49.4	9.4	1.2	4.7	3.5			
JOHN F. KENNEDY MID	8	26	53	4	0	0	2	30.6	62.4	4.7	0.0	0.0	2.4			
JOHN F. KENNEDY MID	9	31	44	5	0	3	2	36.5	51.8	5.9	0.0	3.5	2.4			
JOHN F. KENNEDY MID	10	28	43	8	3	2	1	32.9	50.6	9.4	3.5	2.4	1.2			
JUAN DE ONATE ELEM	1	42	28	2	1	1	2	55.3	36.8	2.6	1.3	1.3	2.6			
JUAN DE ONATE ELEM	2	30	35	3	0	6	2	39.5	46.1	3.9	0.0	7.9	2.6			
JUAN DE ONATE ELEM	3	45	24	2	0	3	2	59.2	31.6	2.6	0.0	3.9	2.6			
JUAN DE ONATE ELEM	4	39	30	2	1	0	4	51.3	39.5	2.6	1.3	0.0	5.3			
JUAN DE ONATE ELEM	5	33	22	4	0	12	5	43.4	28.9	5.3	0.0	15.8	6.6			
JUAN DE ONATE ELEM	6	40	28	2	0	4	2	52.6	36.8	2.6	0.0	5.3	2.6			
JUAN DE ONATE ELEM	7	26	32	6	2	6	4	34.2	42.1	7.9	2.6	7.9	5.3			
JUAN DE ONATE ELEM	8	42	26	3	2	1	2	55.3	34.2	3.9	2.6	1.3	2.6			
JUAN DE ONATE ELEM	9	38	31	4	1	1	1	50.0	40.8	5.3	1.3	1.3	1.3			
JUAN DE ONATE ELEM	10	40	31	3	0	1	1	52.6	40.8	3.9	0.0	1.3	1.3			
LINCOLN ELEMENTARY	1	96	122	7	2	4	7	40.3	51.3	2.9	0.8	1.7	2.9			
LINCOLN ELEMENTARY	2	54	93	35	45	6	5	22.7	39.1	14.7	18.9	2.5	2.1			

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Q#	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
LINCOLN ELEMENTARY	3	109	110	8	0	9	2	45.8	46.2	3.4	0.0	3.8	0.8	
LINCOLN ELEMENTARY	4	101	124	3	3	2	5	42.4	52.1	1.3	1.3	0.8	2.1	
LINCOLN ELEMENTARY	5	59	96	17	6	59	1	24.8	40.3	7.1	2.5	24.8	0.4	
LINCOLN ELEMENTARY	6	77	133	10	4	8	6	32.4	55.9	4.2	1.7	3.4	2.5	
LINCOLN ELEMENTARY	7	58	110	27	0	39	4	24.4	46.2	11.3	0.0	16.4	1.7	
LINCOLN ELEMENTARY	8	123	108	3	2	1	1	51.7	45.4	1.3	0.8	0.4	0.4	
LINCOLN ELEMENTARY	9	98	120	7	2	8	3	41.2	50.4	2.9	0.8	3.4	1.3	
LINCOLN ELEMENTARY	10	103	118	12	2	0	3	43.3	49.6	5.0	0.8	0.0	1.3	
NAVAJO ELEMENTARY	1	15	60	5	0	3	1	17.9	71.4	6.0	0.0	3.6	1.2	
NAVAJO ELEMENTARY	2	28	49	4	1	2	0	33.3	58.3	4.8	1.2	2.4	0.0	
NAVAJO ELEMENTARY	3	17	57	2	3	4	1	20.2	67.9	2.4	3.6	4.8	1.2	
NAVAJO ELEMENTARY	4	14	57	3	5	1	4	16.7	67.9	3.6	6.0	1.2	4.8	
NAVAJO ELEMENTARY	5	11	55	5	1	11	1	13.1	65.5	6.0	1.2	13.1	1.2	
NAVAJO ELEMENTARY	6	12	52	7	1	10	2	14.3	61.9	8.3	1.2	11.9	2.4	
NAVAJO ELEMENTARY	7	14	57	2	3	7	1	16.7	67.9	2.4	3.6	8.3	1.2	
NAVAJO ELEMENTARY	8	25	52	4	2	0	1	29.8	61.9	4.8	2.4	0.0	1.2	
NAVAJO ELEMENTARY	9	11	60	5	3	4	1	13.1	71.4	6.0	3.6	4.8	1.2	
NAVAJO ELEMENTARY	10	20	51	6	1	3	3	23.8	60.7	7.1	1.2	3.6	3.6	
NAVAJO MIDDLE SCHOOL	1	10	49	24	8	5	3	10.1	49.5	24.2	8.1	5.1	3.0	
NAVAJO MIDDLE SCHOOL	2	2	42	30	17	7	1	2.0	42.4	30.3	17.2	7.1	1.0	
NAVAJO MIDDLE SCHOOL	3	4	64	17	0	7	7	4.0	64.6	17.2	0.0	7.1	7.1	
NAVAJO MIDDLE SCHOOL	4	10	60	16	3	2	8	10.1	60.6	16.2	3.0	2.0	8.1	
NAVAJO MIDDLE SCHOOL	5	10	53	13	5	15	3	10.1	53.5	13.1	5.1	15.2	3.0	
NAVAJO MIDDLE SCHOOL	6	12	54	16	4	10	3	12.1	54.5	16.2	4.0	10.1	3.0	
NAVAJO MIDDLE SCHOOL	7	10	54	18	3	11	3	10.1	54.5	18.2	3.0	11.1	3.0	
NAVAJO MIDDLE SCHOOL	8	9	74	12	0	4	0	9.1	74.7	12.1	0.0	4.0	0.0	
NAVAJO MIDDLE SCHOOL	9	9	63	9	2	16	0	9.1	63.6	9.1	2.0	16.2	0.0	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
NAVAJO MIDDLE SCHOOL	10	18	69	8	1	2	1	18.2	69.7	8.1	1.0	2.0	1.0	
NAVAJO PINE HIGH	1	20	68	26	21	10	8	13.1	44.4	17.0	13.7	6.5	5.2	
NAVAJO PINE HIGH	2	12	70	39	16	10	6	7.8	45.8	25.5	10.5	6.5	3.9	
NAVAJO PINE HIGH	3	19	87	29	4	8	6	12.4	56.9	19.0	2.6	5.2	3.9	
NAVAJO PINE HIGH	4	12	96	18	9	10	8	7.8	62.7	11.8	5.9	6.5	5.2	
NAVAJO PINE HIGH	5	15	65	37	10	18	8	9.8	42.5	24.2	6.5	11.8	5.2	
NAVAJO PINE HIGH	6	16	68	28	14	21	6	10.5	44.4	18.3	9.2	13.7	3.9	
NAVAJO PINE HIGH	7	14	67	41	11	16	4	9.2	43.8	26.8	7.2	10.5	2.6	
NAVAJO PINE HIGH	8	27	88	16	6	11	5	17.6	57.5	10.5	3.9	7.2	3.3	
NAVAJO PINE HIGH	9	20	72	25	8	14	14	13.1	47.1	16.3	5.2	9.2	9.2	
NAVAJO PINE HIGH	10	55	83	11	0	2	2	35.9	54.2	7.2	0.0	1.3	1.3	
RAMAH ELEMENTARY	1	22	78	7	2	4	4	18.8	66.7	6.0	1.7	3.4	3.4	
RAMAH ELEMENTARY	2	8	37	51	14	5	2	6.8	31.6	43.6	12.0	4.3	1.7	
RAMAH ELEMENTARY	3	14	89	7	4	3	0	12.0	76.1	6.0	3.4	2.6	0.0	
RAMAH ELEMENTARY	4	19	81	7	4	1	5	16.2	69.2	6.0	3.4	0.9	4.3	
RAMAH ELEMENTARY	5	13	66	14	7	13	4	11.1	56.4	12.0	6.0	11.1	3.4	
RAMAH ELEMENTARY	6	10	83	18	3	2	1	8.5	70.9	15.4	2.6	1.7	0.9	
RAMAH ELEMENTARY	7	10	57	26	9	10	5	8.5	48.7	22.2	7.7	8.5	4.3	
RAMAH ELEMENTARY	8	31	72	8	2	3	1	26.5	61.5	6.8	1.7	2.6	0.9	
RAMAH ELEMENTARY	9	14	76	11	4	8	4	12.0	65.0	9.4	3.4	6.8	3.4	
RAMAH ELEMENTARY	10	31	77	5	0	0	4	26.5	65.8	4.3	0.0	0.0	3.4	
RAMAH HIGH	1	17	76	5	7	4	3	15.2	67.9	4.5	6.3	3.6	2.7	
RAMAH HIGH	2	6	32	35	26	11	2	5.4	28.6	31.3	23.2	9.8	1.8	
RAMAH HIGH	3	22	73	9	3	4	1	19.6	65.2	8.0	2.7	3.6	0.9	
RAMAH HIGH	4	10	72	17	9	3	1	8.9	64.3	15.2	8.0	2.7	0.9	
RAMAH HIGH	5	9	53	26	4	18	2	8.0	47.3	23.2	3.6	16.1	1.8	
RAMAH HIGH	6	13	76	9	4	8	2	11.6	67.9	8.0	3.6	7.1	1.8	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
RAMAH HIGH	7	13	61	25	6	3	4	11.6	54.5	22.3	5.4	2.7	3.6			
RAMAH HIGH	8	17	74	12	3	5	1	15.2	66.1	10.7	2.7	4.5	0.9			
RAMAH HIGH	9	13	68	9	3	14	5	11.6	60.7	8.0	2.7	12.5	4.5			
RAMAH HIGH	10	27	77	6	0	0	2	24.1	68.8	5.4	0.0	0.0	1.8			
RED ROCK ELEMENTARY	1	29	50	4	1	3	0	33.3	57.5	4.6	1.1	3.4	0.0			
RED ROCK ELEMENTARY	2	16	42	19	7	3	0	18.4	48.3	21.8	8.0	3.4	0.0			
RED ROCK ELEMENTARY	3	37	47	3	0	0	0	42.5	54.0	3.4	0.0	0.0	0.0			
RED ROCK ELEMENTARY	4	38	44	1	1	1	2	43.7	50.6	1.1	1.1	1.1	2.3			
RED ROCK ELEMENTARY	5	11	45	10	4	15	2	12.6	51.7	11.5	4.6	17.2	2.3			
RED ROCK ELEMENTARY	6	18	54	7	1	6	1	20.7	62.1	8.0	1.1	6.9	1.1			
RED ROCK ELEMENTARY	7	11	41	17	8	8	2	12.6	47.1	19.5	9.2	9.2	2.3			
RED ROCK ELEMENTARY	8	40	42	4	0	0	1	46.0	48.3	4.6	0.0	0.0	1.1			
RED ROCK ELEMENTARY	9	27	52	1	1	4	2	31.0	59.8	1.1	1.1	4.6	2.3			
RED ROCK ELEMENTARY	10	30	48	5	2	0	2	34.5	55.2	5.7	2.3	0.0	2.3			
ROCKY VIEW ELEM	1	34	58	2	4	1	0	34.3	58.6	2.0	4.0	1.0	0.0			
ROCKY VIEW ELEM	2	22	64	5	3	4	1	22.2	64.6	5.1	3.0	4.0	1.0			
ROCKY VIEW ELEM	3	27	59	3	0	6	4	27.3	59.6	3.0	0.0	6.1	4.0			
ROCKY VIEW ELEM	4	23	59	10	6	0	1	23.2	59.6	10.1	6.1	0.0	1.0			
ROCKY VIEW ELEM	5	21	53	6	0	19	0	21.2	53.5	6.1	0.0	19.2	0.0			
ROCKY VIEW ELEM	6	21	59	8	1	8	2	21.2	59.6	8.1	1.0	8.1	2.0			
ROCKY VIEW ELEM	7	16	54	9	5	13	2	16.2	54.5	9.1	5.1	13.1	2.0			
ROCKY VIEW ELEM	8	39	56	1	0	2	1	39.4	56.6	1.0	0.0	2.0	1.0			
ROCKY VIEW ELEM	9	18	63	5	2	8	3	18.2	63.6	5.1	2.0	8.1	3.0			
ROCKY VIEW ELEM	10	27	64	4	0	2	2	27.3	64.6	4.0	0.0	2.0	2.0			
ROOSEVELT	1	68	61	7	0	3	0	48.9	43.9	5.0	0.0	2.2	0.0			
ROOSEVELT	2	30	80	11	2	16	0	21.6	57.6	7.9	1.4	11.5	0.0			
ROOSEVELT	3	80	56	2	0	0	1	57.6	40.3	1.4	0.0	0.0	0.7			

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
ROOSEVELT	4	72	64	1	0	1	1	51.8	46.0	0.7	0.0	0.7	0.7	
ROOSEVELT	5	34	71	8	0	24	2	24.5	51.1	5.8	0.0	17.3	1.4	
ROOSEVELT	6	45	76	4	0	11	3	32.4	54.7	2.9	0.0	7.9	2.2	
ROOSEVELT	7	33	62	22	1	14	7	23.7	44.6	15.8	0.7	10.1	5.0	
ROOSEVELT	8	77	59	1	1	0	1	55.4	42.4	0.7	0.7	0.0	0.7	
ROOSEVELT	9	60	69	5	0	4	1	43.2	49.6	3.6	0.0	2.9	0.7	
ROOSEVELT	10	59	76	3	0	0	1	42.4	54.7	2.2	0.0	0.0	0.7	
STAGECOACH ELEM	1	34	99	4	2	7	3	22.8	66.4	2.7	1.3	4.7	2.0	
STAGECOACH ELEM	2	34	91	17	1	6	0	22.8	61.1	11.4	0.7	4.0	0.0	
STAGECOACH ELEM	3	47	84	5	3	8	2	31.5	56.4	3.4	2.0	5.4	1.3	
STAGECOACH ELEM	4	37	74	18	5	5	10	24.8	49.7	12.1	3.4	3.4	6.7	
STAGECOACH ELEM	5	30	85	10	2	18	4	20.1	57.0	6.7	1.3	12.1	2.7	
STAGECOACH ELEM	6	33	97	3	4	6	6	22.1	65.1	2.0	2.7	4.0	4.0	
STAGECOACH ELEM	7	18	73	20	5	17	16	12.1	49.0	13.4	3.4	11.4	10.7	
STAGECOACH ELEM	8	51	92	2	1	1	2	34.2	61.7	1.3	0.7	0.7	1.3	
STAGECOACH ELEM	9	36	91	5	1	10	6	24.2	61.1	3.4	0.7	6.7	4.0	
STAGECOACH ELEM	10	52	89	2	2	2	2	34.9	59.7	1.3	1.3	1.3	1.3	
THOREAU ELEMENTARY	1	33	111	12	0	14	0	19.4	65.3	7.1	0.0	8.2	0.0	
THOREAU ELEMENTARY	2	13	100	20	4	27	6	7.6	58.8	11.8	2.4	15.9	3.5	
THOREAU ELEMENTARY	3	36	105	9	0	14	6	21.2	61.8	5.3	0.0	8.2	3.5	
THOREAU ELEMENTARY	4	28	103	13	2	9	15	16.5	60.6	7.6	1.2	5.3	8.8	
THOREAU ELEMENTARY	5	15	89	17	6	39	4	8.8	52.4	10.0	3.5	22.9	2.4	
THOREAU ELEMENTARY	6	15	105	17	10	19	4	8.8	61.8	10.0	5.9	11.2	2.4	
THOREAU ELEMENTARY	7	15	91	21	8	29	6	8.8	53.5	12.4	4.7	17.1	3.5	
THOREAU ELEMENTARY	8	54	97	12	0	3	4	31.8	57.1	7.1	0.0	1.8	2.4	
THOREAU ELEMENTARY	9	38	97	7	2	23	3	22.4	57.1	4.1	1.2	13.5	1.8	
THOREAU ELEMENTARY	10	48	111	7	0	2	2	28.2	65.3	4.1	0.0	1.2	1.2	

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Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
THOREAU HIGH	1	22	64	16	7	9	10	17.2	50.0	12.5	5.5	7.0	7.8			
THOREAU HIGH	2	20	54	24	13	12	5	15.6	42.2	18.8	10.2	9.4	3.9			
THOREAU HIGH	3	14	78	9	6	12	9	10.9	60.9	7.0	4.7	9.4	7.0			
THOREAU HIGH	4	21	50	26	10	11	10	16.4	39.1	20.3	7.8	8.6	7.8			
THOREAU HIGH	5	17	58	20	7	18	8	13.3	45.3	15.6	5.5	14.1	6.3			
THOREAU HIGH	6	11	67	21	9	8	12	8.6	52.3	16.4	7.0	6.3	9.4			
THOREAU HIGH	7	24	64	19	6	11	4	18.8	50.0	14.8	4.7	8.6	3.1			
THOREAU HIGH	8	20	74	14	5	11	4	15.6	57.8	10.9	3.9	8.6	3.1			
THOREAU HIGH	9	17	58	23	6	16	8	13.3	45.3	18.0	4.7	12.5	6.3			
THOREAU HIGH	10	52	52	10	6	6	2	40.6	40.6	7.8	4.7	4.7	1.6			
THOREAU MIDDLE	1	14	62	13	11	18	3	11.6	51.2	10.7	9.1	14.9	2.5			
THOREAU MIDDLE	2	8	59	20	12	19	3	6.6	48.8	16.5	9.9	15.7	2.5			
THOREAU MIDDLE	3	13	72	14	2	15	5	10.7	59.5	11.6	1.7	12.4	4.1			
THOREAU MIDDLE	4	15	74	15	3	7	7	12.4	61.2	12.4	2.5	5.8	5.8			
THOREAU MIDDLE	5	12	65	13	7	18	6	9.9	53.7	10.7	5.8	14.9	5.0			
THOREAU MIDDLE	6	10	70	16	9	12	4	8.3	57.9	13.2	7.4	9.9	3.3			
THOREAU MIDDLE	7	12	67	15	5	18	4	9.9	55.4	12.4	4.1	14.9	3.3			
THOREAU MIDDLE	8	13	82	10	7	6	3	10.7	67.8	8.3	5.8	5.0	2.5			
THOREAU MIDDLE	9	14	69	13	1	16	8	11.6	57.0	10.7	0.8	13.2	6.6			
THOREAU MIDDLE	10	30	76	3	1	7	4	24.8	62.8	2.5	0.8	5.8	3.3			
TOBE TURPEN ELEM	1	27	82	1	0	1	0	24.3	73.9	0.9	0.0	0.9	0.0			
TOBE TURPEN ELEM	2	25	81	1	1	3	0	22.5	73.0	0.9	0.9	2.7	0.0			
TOBE TURPEN ELEM	3	21	86	2	0	1	1	18.9	77.5	1.8	0.0	0.9	0.9			
TOBE TURPEN ELEM	4	26	80	2	0	2	1	23.4	72.1	1.8	0.0	1.8	0.9			
TOBE TURPEN ELEM	5	19	72	3	1	15	1	17.1	64.9	2.7	0.9	13.5	0.9			
TOBE TURPEN ELEM	6	26	80	2	0	3	0	23.4	72.1	1.8	0.0	2.7	0.0			
TOBE TURPEN ELEM	7	18	78	8	0	3	4	16.2	70.3	7.2	0.0	2.7	3.6			

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion										
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
TOBE TURPEN ELEM	8	37	69	3	1	0	1	33.3	62.2	2.7	0.9	0.0	0.9			
TOBE TURPEN ELEM	9	21	86	2	0	0	2	18.9	77.5	1.8	0.0	0.0	1.8			
TOBE TURPEN ELEM	10	52	57	2	0	0	0	46.8	51.4	1.8	0.0	0.0	0.0			
TOHATCHI ELEMENTARY	1	6	22	3	0	1	2	17.6	64.7	8.8	0.0	2.9	5.9			
TOHATCHI ELEMENTARY	2	0	11	11	7	3	2	0.0	32.4	32.4	20.6	8.8	5.9			
TOHATCHI ELEMENTARY	3	7	23	2	0	1	1	20.6	67.6	5.9	0.0	2.9	2.9			
TOHATCHI ELEMENTARY	4	9	21	2	0	1	1	26.5	61.8	5.9	0.0	2.9	2.9			
TOHATCHI ELEMENTARY	5	2	17	3	1	8	3	5.9	50.0	8.8	2.9	23.5	8.8			
TOHATCHI ELEMENTARY	6	4	27	1	0	2	0	11.8	79.4	2.9	0.0	5.9	0.0			
TOHATCHI ELEMENTARY	7	3	16	7	2	5	1	8.8	47.1	20.6	5.9	14.7	2.9			
TOHATCHI ELEMENTARY	8	11	21	1	1	0	0	32.4	61.8	2.9	2.9	0.0	0.0			
TOHATCHI ELEMENTARY	9	5	24	1	1	2	1	14.7	70.6	2.9	2.9	5.9	2.9			
TOHATCHI ELEMENTARY	10	7	25	0	1	1	0	20.6	73.5	0.0	2.9	2.9	0.0			
TOHATCHI HIGH	1	12	50	15	2	12	5	12.5	52.1	15.6	2.1	12.5	5.2			
TOHATCHI HIGH	2	7	51	19	8	5	6	7.3	53.1	19.8	8.3	5.2	6.3			
TOHATCHI HIGH	3	11	44	27	2	7	5	11.5	45.8	28.1	2.1	7.3	5.2			
TOHATCHI HIGH	4	11	47	26	5	0	7	11.5	49.0	27.1	5.2	0.0	7.3			
TOHATCHI HIGH	5	7	48	16	8	11	6	7.3	50.0	16.7	8.3	11.5	6.3			
TOHATCHI HIGH	6	4	60	17	7	3	5	4.2	62.5	17.7	7.3	3.1	5.2			
TOHATCHI HIGH	7	5	48	20	6	13	4	5.2	50.0	20.8	6.3	13.5	4.2			
TOHATCHI HIGH	8	13	54	17	4	3	5	13.5	56.3	17.7	4.2	3.1	5.2			
TOHATCHI HIGH	9	9	51	16	7	10	3	9.4	53.1	16.7	7.3	10.4	3.1			
TOHATCHI HIGH	10	29	53	7	3	3	1	30.2	55.2	7.3	3.1	3.1	1.0			
TOHATCHI MIDDLE	1	28	82	9	1	7	4	21.4	62.6	6.9	0.8	5.3	3.1			
TOHATCHI MIDDLE	2	27	91	3	0	6	4	20.6	69.5	2.3	0.0	4.6	3.1			
TOHATCHI MIDDLE	3	24	78	13	2	8	6	18.3	59.5	9.9	1.5	6.1	4.6			
TOHATCHI MIDDLE	4	22	77	20	1	5	6	16.8	58.8	15.3	0.8	3.8	4.6			

Parent Survey on the Quality of Education Spring 2007

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

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

#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion										
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
TOHATCHI MIDDLE	5	17	79	13	1	12	9	13.0	60.3	9.9	0.8	9.2	6.9			
TOHATCHI MIDDLE	6	21	68	23	7	8	4	16.0	51.9	17.6	5.3	6.1	3.1			
TOHATCHI MIDDLE	7	24	75	15	2	7	8	18.3	57.3	11.5	1.5	5.3	6.1			
TOHATCHI MIDDLE	8	24	85	10	3	4	5	18.3	64.9	7.6	2.3	3.1	3.8			
TOHATCHI MIDDLE	9	24	69	23	2	6	7	18.3	52.7	17.6	1.5	4.6	5.3			
TOHATCHI MIDDLE	10	39	70	10	2	6	4	29.8	53.4	7.6	1.5	4.6	3.1			
TSE'YI'GAI HIGH	1	7	15	0	0	1	1	29.2	62.5	0.0	0.0	4.2	4.2			
TSE'YI'GAI HIGH	2	7	14	1	1	0	1	29.2	58.3	4.2	4.2	0.0	4.2			
TSE'YI'GAI HIGH	3	5	14	2	1	0	2	20.8	58.3	8.3	4.2	0.0	8.3			
TSE'YI'GAI HIGH	4	6	14	1	0	2	1	25.0	58.3	4.2	0.0	8.3	4.2			
TSE'YI'GAI HIGH	5	6	13	0	1	3	1	25.0	54.2	0.0	4.2	12.5	4.2			
TSE'YI'GAI HIGH	6	5	12	2	2	2	1	20.8	50.0	8.3	8.3	8.3	4.2			
TSE'YI'GAI HIGH	7	3	16	1	0	2	2	12.5	66.7	4.2	0.0	8.3	8.3			
TSE'YI'GAI HIGH	8	4	13	1	2	0	4	16.7	54.2	4.2	8.3	0.0	16.7			
TSE'YI'GAI HIGH	9	3	16	0	1	2	2	12.5	66.7	0.0	4.2	8.3	8.3			
TSE'YI'GAI HIGH	10	6	13	0	2	1	2	25.0	54.2	0.0	8.3	4.2	8.3			
TWIN LAKES ELEM	1	45	32	3	2	5	0	51.7	36.8	3.4	2.3	5.7	0.0			
TWIN LAKES ELEM	2	41	41	2	2	0	1	47.1	47.1	2.3	2.3	0.0	1.1			
TWIN LAKES ELEM	3	32	47	2	2	3	1	36.8	54.0	2.3	2.3	3.4	1.1			
TWIN LAKES ELEM	4	31	48	4	1	1	2	35.6	55.2	4.6	1.1	1.1	2.3			
TWIN LAKES ELEM	5	28	47	2	1	8	1	32.2	54.0	2.3	1.1	9.2	1.1			
TWIN LAKES ELEM	6	25	50	4	2	5	1	28.7	57.5	4.6	2.3	5.7	1.1			
TWIN LAKES ELEM	7	22	42	6	1	11	5	25.3	48.3	6.9	1.1	12.6	5.7			
TWIN LAKES ELEM	8	36	45	3	3	0	0	41.4	51.7	3.4	3.4	0.0	0.0			
TWIN LAKES ELEM	9	27	50	4	2	4	0	31.0	57.5	4.6	2.3	4.6	0.0			
TWIN LAKES ELEM	10	37	45	2	1	0	2	42.5	51.7	2.3	1.1	0.0	2.3			
WASHINGTON ELEM	1	44	59	3	0	6	4	37.9	50.9	2.6	0.0	5.2	3.4			

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- Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree K=Do not know O=No Opinion

	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
WASHINGTON ELEM	2	32	60	12	4	6	2	27.6	51.7	10.3	3.4	5.2	1.7
WASHINGTON ELEM	3	46	60	4	0	4	2	39.7	51.7	3.4	0.0	3.4	1.7
WASHINGTON ELEM	4	51	51	8	0	1	5	44.0	44.0	6.9	0.0	0.9	4.3
WASHINGTON ELEM	5	40	59	1	1	13	2	34.5	50.9	0.9	0.9	11.2	1.7
WASHINGTON ELEM	6	43	58	5	1	8	1	37.1	50.0	4.3	0.9	6.9	0.9
WASHINGTON ELEM	7	31	57	11	3	11	3	26.7	49.1	9.5	2.6	9.5	2.6
WASHINGTON ELEM	8	59	51	3	0	2	1	50.9	44.0	2.6	0.0	1.7	0.9
WASHINGTON ELEM	9	42	59	4	0	8	3	36.2	50.9	3.4	0.0	6.9	2.6
WASHINGTON ELEM	10	56	54	4	0	1	1	48.3	46.6	3.4	0.0	0.9	0.9

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD- Students with Disabilities.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequate Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%).