



SCHOOL DISTRICT REPORT CARD FOR 2007-08 SCHOOL YEAR

GALLUP-MCKINLEY COUNTY PUBLIC

ADEQUATE YEARLY PROGRESS SUMMARY

GALLUP-MCKINLEY COUNTY PUBLIC

AYP Rating: AYP Not Met

Improvement Status: CA

	Total Number	Percent
Schools rated in district	34	100
Schools in School Improvement	4	12
Schools in Corrective Action	8	24
Schools in Restructuring	21	62

THIS REPORT INCLUDES:

- District Student Demographics
- ESEA District Summary
- ESEA Accountability by Subgroup
- 4th and 8th Grade NAEP Assessments
- 3rd, 4th, 5th, 6th, 7th, 8th and 11th Grade State Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

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 Elementary & Secondary Education Act (ESEA) 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 says, "The Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D).

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).

2007-2008 STUDENT DEMOGRAPHICS*

	GALLUP-MCKINLEY COUNTY		STATE WIDE	
	Number	Percent	Number	Percent
Female	6188	49.7	157911	48.9
Male	6264	50.3	165190	51.1
Caucasian	753	6.0	95275	29.5
African-American	40	0.3	8424	2.6
Hispanic	1389	11.2	17918	55.5
Asian/Pacific Islander	104	0.8	4441	1.4
American Indian	10166	81.6	35780	11.1
English Language Learners	5535	44.5	59903	18.5
Students with Disabilities	1405	11.3	48691	15.1
Free/Reduced Lunch Program	9638	77.4	205601	63.6
Migrant	0	0.0	616	0.2

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

Adequate Yearly Progress

STATE ACCOUNTABILITY DATA (AYP)

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

ESEA 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	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP			
District Wide-Grades 3, 4 & 5	Reading Proficiency	59	34.5	70.9	***	52.4	89.5	27.9	29.9	25.5	14.7	
District Wide-Grades 6, 7 & 8	Reading Proficiency	53	42.2	68.9	***	61.5	80.0	36.8	37.0	25.7	13.1	
District Wide-Grades 11	Reading Proficiency	56	37.0	64.0	***	43.9	***	34.3	31.6	11.7	6.2	
CHEE DODGE ELEM	Reading Proficiency	59	30.3	***	***	***	***	29.8	28.6	29.5	***	
CHURCH ROCK ELEM	Reading Proficiency	59	16.1	***	***	***	***	16.1	14.9	13.8	***	
CROWNPOINT ELEM	Reading Proficiency	59	24.7	***	***	***	***	24.7	26.1	21.1	***	
CROWNPOINT HIGH	Reading Proficiency	56	27.8	***	***	***	***	26.4	24.6	15.2	***	
CROWNPOINT MIDDLE	Reading Proficiency	53	21.6	***	***	***	***	20.1	17.1	9.1	6.7	
DAVID SKEET ELEM	Reading Proficiency	59	25.0	***	***	***	***	25.0	23.8	22.7	<2.0	
GALLUP CENTRAL ALT	Reading Proficiency	56	7.7	***	***	***	***	9.1	9.1	***	***	
GALLUP HIGH	Reading Proficiency	56	40.1	57.9	***	45.9	***	36.9	31.7	8.9	2.4	
GALLUP MIDDLE	Reading Proficiency	53	36.7	53.3	***	58.9	***	27.8	30.9	22.3	13.2	
INDIAN HILLS ELEM	Reading Proficiency	59	45.3	64.3	***	64.5	***	34.4	34.9	31.6	6.3	
JEFFERSON ELEMENTARY	Reading Proficiency	59	38.3	***	***	50.0	***	20.0	30.7	25.0	***	
JOHN F. KENNEDY MID	Reading Proficiency	53	40.1	77.8	***	59.7	***	32.8	35.8	17.9	15.6	
JUAN DE ONATE ELEM	Reading Proficiency	59	37.4	***	***	62.1	***	23.9	36.0	35.6	9.1	
LINCOLN ELEMENTARY	Reading Proficiency	59	38.0	***	***	59.4	***	23.6	34.2	23.6	13.3	
MIYAMURA HIGH SCHOOL	Reading Proficiency	56	45.5	***	***	***	***	43.9	51.3	39.1	***	
NAVAJO ELEMENTARY	Reading Proficiency	59	18.1	***	***	***	***	18.1	18.1	14.3	***	
NAVAJO MIDDLE SCHOOL	Reading Proficiency	53	30.1	***	***	***	***	30.1	27.9	13.5	<2.0	
NAVAJO PINE HIGH	Reading Proficiency	56	41.9	***	***	***	***	41.9	43.2	15.0	***	
RAMAH ELEMENTARY	Reading Proficiency	55	28.6	52.9	***	***	***	22.8	20.0	8.3	10.0	
RAMAH HIGH	Reading Proficiency	56	52.1	87.5	***	***	***	44.2	44.8	25.0	***	
RED ROCK ELEMENTARY	Reading Proficiency	59	58.1	72.7	***	58.3	***	46.9	45.2	37.5	33.3	
ROCKY VIEW ELEM	Reading Proficiency	59	30.3	***	***	31.3	***	29.7	27.6	20.0	***	
ROOSEVELT ELEMENTARY	Reading Proficiency	59	41.8	80.0	***	38.1	***	30.2	33.3	9.5	***	
STAGECOACH ELEM	Reading Proficiency	59	29.9	***	***	41.4	***	23.9	26.1	23.1	***	
THOREAU ELEMENTARY	Reading Proficiency	59	35.5	***	***	***	***	30.3	32.0	23.8	***	
THOREAU HIGH	Reading Proficiency	56	36.2	***	***	***	***	34.1	31.9	15.4	<2.0	
THOREAU MIDDLE	Reading Proficiency	53	46.2	84.6	***	***	***	43.0	43.4	30.4	11.8	
TOBE TURPEN ELEM	Reading Proficiency	59	23.8	***	***	***	***	20.5	21.9	18.7	12.5	
TOHATCHI ELEMENTARY	Reading Proficiency	59	63.2	***	***	***	***	61.5	65.0	58.3	***	
TOHATCHI HIGH	Reading Proficiency	56	37.2	***	***	***	***	37.2	35.9	22.6	***	
TOHATCHI MIDDLE	Reading Proficiency	53	34.3	***	***	***	***	34.1	30.7	19.7	4.8	
TSE'YI'GAI HIGH	Reading Proficiency	56	3.3	***	***	***	***	3.3	3.6	<2.0	***	

ESEA ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

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School Name	Academic Indicator	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP			
TWIN LAKES ELEM	Reading Proficiency	59	22.2	***	***	***	***	22.2	22.2	20.4	<2.0	
WASHINGTON ELEM	Reading Proficiency	59	45.2	***	***	54.3	***	37.0	42.2	29.1	***	
District Wide-Grades 3, 4 & 5	Math Proficiency	44	24.2	55.6	***	35.2	73.7	19.4	21.0	19.5	14.1	
District Wide-Grades 6, 7 & 8	Math Proficiency	35	20.6	39.8	***	30.0	60.0	17.4	17.3	11.1	9.7	
District Wide-Grades 11	Math Proficiency	40	18.3	50.0	***	21.2	***	15.6	15.1	5.2	2.5	
CHEE DODGE ELEM	Math Proficiency	44	22.7	***	***	***	***	22.1	19.3	24.1	***	
CHURCH ROCK ELEM	Math Proficiency	44	8.6	***	***	***	***	8.6	8.1	6.9	***	
CROWNPOINT ELEM	Math Proficiency	44	13.4	***	***	***	***	13.4	14.8	10.5	***	
CROWNPOINT HIGH	Math Proficiency	40	10.0	***	***	***	***	8.1	7.7	4.4	***	
CROWNPOINT MIDDLE	Math Proficiency	35	8.1	***	***	***	***	7.6	7.8	<2.0	6.7	
DAVID SKEET ELEM	Math Proficiency	44	21.6	***	***	***	***	21.6	20.0	18.7	12.5	
GALLUP CENTRAL ALT	Math Proficiency	40	7.7	***	***	***	***	9.1	9.1	***	***	
GALLUP HIGH	Math Proficiency	40	22.0	47.4	***	21.3	***	19.2	17.8	5.4	<2.0	
GALLUP MIDDLE	Math Proficiency	35	19.6	38.3	***	23.4	***	15.5	15.1	10.4	15.1	
INDIAN HILLS ELEM	Math Proficiency	44	24.8	21.4	***	38.7	***	20.0	25.6	10.5	18.8	
JEFFERSON ELEMENTARY	Math Proficiency	44	39.4	***	***	43.3	***	28.0	30.7	54.2	***	
JOHN F. KENNEDY MID	Math Proficiency	35	31.4	50.0	***	52.8	***	25.0	27.4	20.2	11.1	
JUAN DE ONATE ELEM	Math Proficiency	44	23.2	***	***	34.5	***	16.4	22.5	22.0	<2.0	
LINCOLN ELEMENTARY	Math Proficiency	44	37.0	***	***	50.0	***	27.3	32.9	30.9	20.0	
MIYAMURA HIGH SCHOOL	Math Proficiency	37	4.6	***	***	***	***	4.9	5.1	8.7	***	
NAVAJO ELEMENTARY	Math Proficiency	44	12.8	***	***	***	***	12.8	12.8	12.5	***	
NAVAJO MIDDLE SCHOOL	Math Proficiency	35	22.3	***	***	***	***	22.3	21.8	17.3	8.3	
NAVAJO PINE HIGH	Math Proficiency	40	18.6	***	***	***	***	18.6	18.9	5.0	***	
RAMAH ELEMENTARY	Math Proficiency	41	19.5	41.2	***	***	***	14.0	14.0	4.2	10.0	
RAMAH HIGH	Math Proficiency	37	18.8	43.8	***	***	***	11.7	13.4	4.2	***	
RED ROCK ELEMENTARY	Math Proficiency	44	48.0	70.5	***	38.9	***	37.5	38.4	22.5	25.0	
ROCKY VIEW ELEM	Math Proficiency	44	22.0	***	***	43.8	***	17.6	20.7	23.3	***	
ROOSEVELT ELEMENTARY	Math Proficiency	44	19.0	33.3	***	19.1	***	14.0	8.3	4.8	***	
STAGECOACH ELEM	Math Proficiency	44	10.3	***	***	6.9	***	10.5	9.1	7.7	***	
THOREAU ELEMENTARY	Math Proficiency	44	20.9	***	***	***	***	18.2	18.0	15.0	***	
THOREAU HIGH	Math Proficiency	40	14.9	***	***	***	***	13.6	13.0	7.7	<2.0	
THOREAU MIDDLE	Math Proficiency	35	21.9	38.5	***	***	***	20.7	20.3	13.0	5.9	
TOBE TURPEN ELEM	Math Proficiency	44	14.3	***	***	***	***	11.6	12.3	10.7	12.5	
TOHATCHI ELEMENTARY	Math Proficiency	44	61.8	***	***	***	***	60.0	63.3	56.7	***	
TOHATCHI HIGH	Math Proficiency	40	16.3	***	***	***	***	16.3	18.0	6.5	***	

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School Name	Academic Indicator	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
TOHATCHI MIDDLE	Math Proficiency	35	11.2	***	***	***	***	11.4	10.0	3.4	<2.0	
TSE'YI'GAI HIGH	Math Proficiency	40	<2.0	***	***	***	***	<2.0	<2.0	<2.0	***	
TWIN LAKES ELEM	Math Proficiency	44	16.7	***	***	***	***	16.7	16.7	14.8	<2.0	
WASHINGTON ELEM	Math Proficiency	44	34.4	***	***	51.4	***	20.4	34.9	23.6	***	
All Students-Grade K-5	Attendance Rate	92	95.1	95.0	***	95.8	97.4	95.0	95.1	94.9	94.8	
All Students-Grades 6, 7 & 8	Attendance Rate	92	95.0	96.8	***	96.3	94.7	94.6	94.7	94.3	94.0	
CHEE DODGE ELEM	Attendance Rate	92	95.9	***	***	***	***	95.9	95.8	95.8	***	
CHURCH ROCK ELEM	Attendance Rate	92	92.7	***	***	***	***	92.6	92.6	92.8	***	
CROWNPOINT ELEM	Attendance Rate	92	93.0	***	***	***	***	92.9	93.1	92.9	***	
CROWNPOINT MIDDLE	Attendance Rate	92	93.1	***	***	***	***	93.1	93.2	93.5	91.4	
DAVID SKEET ELEM	Attendance Rate	92	93.4	***	***	***	***	93.3	93.3	93.3	92.8	
GALLUP JUVENILE DET	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
GALLUP MIDDLE	Attendance Rate	92	96.1	96.9	***	96.6	***	95.9	96.0	96.1	96.0	
HOMEBOUND/HOSPITAL	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
INDIAN HILLS ELEM	Attendance Rate	92	93.6	93.8	***	93.8	***	93.4	93.3	93.1	94.1	
JEFFERSON ELEMENTARY	Attendance Rate	92	93.8	***	***	94.1	***	93.5	93.7	93.0	***	
JOHN F. KENNEDY MID	Attendance Rate	92	96.6	97.8	***	97.6	***	96.3	96.4	96.1	95.8	
JUAN DE ONATE ELEM	Attendance Rate	92	94.8	***	***	95.4	***	94.5	94.6	94.7	94.3	
LINCOLN ELEMENTARY	Attendance Rate	92	98.0	***	***	98.3	***	97.8	97.9	98.1	97.5	
MISC PRIVATE	Attendance Rate	92	.	***	***	***	***	***	***	***	***	
NAVAJO ELEMENTARY	Attendance Rate	92	95.4	***	***	***	***	95.4	95.3	95.3	***	
NAVAJO MIDDLE SCHOOL	Attendance Rate	92	94.3	***	***	***	***	94.3	94.2	93.8	93.0	
RAMAH ELEMENTARY	Attendance Rate	92	94.9	96.5	***	***	***	94.4	94.2	93.9	92.2	
RED ROCK ELEMENTARY	Attendance Rate	92	93.2	94.2	***	93.5	***	92.1	92.7	92.3	92.5	
ROCKY VIEW ELEM	Attendance Rate	92	96.5	***	***	97.2	***	96.4	96.4	96.5	***	
ROOSEVELT ELEMENTARY	Attendance Rate	92	95.1	95.8	***	94.8	***	94.9	94.9	94.9	***	
STAGECOACH ELEM	Attendance Rate	92	96.0	***	***	96.9	***	95.7	95.8	95.7	***	
THOREAU ELEMENTARY	Attendance Rate	92	95.5	***	***	***	***	95.4	95.5	95.6	***	
THOREAU MIDDLE	Attendance Rate	92	92.7	95.6	***	***	***	92.6	92.9	92.5	92.5	
TOBE TURPEN ELEM	Attendance Rate	92	94.1	***	***	***	***	93.9	93.9	93.8	93.6	
TOHATCHI ELEMENTARY	Attendance Rate	92	93.1	***	***	***	***	92.9	93.0	93.0	***	
TOHATCHI MIDDLE	Attendance Rate	92	93.8	***	***	***	***	93.7	93.5	93.5	94.3	
TWIN LAKES ELEM	Attendance Rate	92	92.0	***	***	***	***	92.0	91.9	91.7	91.2	
WASHINGTON ELEM	Attendance Rate	92	95.9	***	***	96.3	***	95.7	95.9	96.2	***	
All Students in Grade 12	Graduation Rate	90	71.6	87.1	***	81.5	***	68.7	69.5	60.6	81.9	

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School Name	Academic Indicator	ESEA Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
CROWNPOINT HIGH	Graduation Rate	90	78.2	***	***	***	***	77.3	78.1	63.0	***	
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	
MIYAMURA HIGH SCHOOL	Graduation Rate	90	.	***	***	***	***	.	.	.	***	
NAVAJO PINE HIGH	Graduation Rate	90	87.2	***	***	***	***	87.2	87.1	87.5	***	
RAMAH HIGH	Graduation Rate	90	94.4	100.0	***	***	***	92.3	89.5	85.7	***	
THOREAU HIGH	Graduation Rate	90	80.0	***	***	***	***	78.3	80.5	71.4	88.5	
TOHATCHI HIGH	Graduation Rate	90	82.4	***	***	***	***	82.2	87.0	78.6	***	
TSE'YI'GAI HIGH	Graduation Rate	90	66.7	***	***	***	***	66.7	66.7	20.0	***	

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2007 (reading and mathematics), and from 2005 (science).

4th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall												
New Mexico	5	19	34	42	2	22	46	30	1	16	37	45
Nation	7	24	34	34	5	33	43	19	2	25	39	34

8th Grade	READING (2007)				MATHEMATICS (2007)				SCIENCE (2005)			
	Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹				Percent at Each Achievement Level ¹			
	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic	Advanced	Proficient	Basic ²	Below Basic
Overall												
New Mexico	1	17	45	38	3	15	39	43	1	17	28	54
Nation	2	27	43	27	7	24	39	30	3	24	30	43

¹ Basic is defined as partial mastery, Proficient is solid academic performance and competency over challenging subject matter and Advanced is superior performance

² Basic is most comparable to the Proficiency level on the Standards Based Assessment

State Assessment Results for District (excluding charter schools)

Students in New Mexico schools are assessed in Reading, Mathematics and Science in the 3rd through 8th 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 2007-08 school year. The assessments were administered during March 2008. 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						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	369	3	41	34	21	99	369	2	24	61	13	100	370	2	65	32	0
Male	99	450	5	25	34	36	100	450	3	19	62	15	100	450	3	65	31	1
Caucasian	100	45	29	42	18	11	100	45	18	42	40	0	100	45	22	69	9	0
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	99	109	2	58	25	15	100	109	1	33	59	7	100	109	3	79	18	0
Asian	***	8	***	***	***	***	***	8	***	***	***	***	***	8	***	***	***	***
Am.Indian ¹	99	655	3	27	37	33	99	655	1	18	64	16	100	656	1	63	35	1
SWD ²	100	73	11	7	19	63	100	73	7	12	52	29	100	73	4	47	49	0
ELL ³	99	423	3	23	37	36	99	423	2	18	64	16	100	424	1	64	34	1
FRLP ⁴	99	678	3	29	36	32	99	678	2	19	63	15	100	679	1	64	34	1
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	819	4	32	34	29	100	819	2	21	62	14	100	820	3	65	31	1
All 2006-07	99	797	2	31	35	30	100	796	1	20	64	15	100	796	2	67	31	1
NM2007-08	99	24,878	11	48	27	14	99	24,878	7	37	48	8	99	24,868	12	68	19	1
NM2006-07	99	24,323	6	49	30	16	99	24,329	5	39	49	8	99	24,320	11	68	20	1

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

4rd Grade		READING						MATHEMATICS						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level						
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	
Female	99	435	4	33	42	21	99	436	3	20	63	13	100	435	0	25	69	6	
Male	99	402	2	25	44	28	100	402	3	21	62	14	100	402	0	28	66	5	
Caucasian	100	52	13	54	25	8	100	52	10	42	42	6	100	52	0	60	38	2	
Black	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***	
Hispanic	100	108	5	40	46	9	99	108	5	31	57	6	100	108	1	47	51	1	
Asian	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***	
Am.Indian ¹	99	670	2	25	44	28	100	671	2	17	66	15	100	670	0	20	73	7	
SWD ²	93	73	10	8	15	60	95	74	5	5	50	34	99	73	1	14	63	21	
ELL ³	99	440	3	22	44	31	100	441	3	16	66	15	100	440	0	18	74	8	
FRLP ⁴	99	696	2	26	44	26	99	697	2	18	64	15	100	696	0	22	71	6	
Migrant	***	1	***	***	***	***	***	1	***	***	***	***	***	1	***	***	***	***	
All 2007-08	99	837	3	29	43	24	100	838	3	20	63	13	100	837	0	26	68	6	
All 2006-07	100	753	3	28	44	24	100	753	3	22	59	15	100	753	0	28	63	9	
NM2007-08	99	24,364	8	43	34	15	99	24,367	7	32	52	8	99	24,357	2	48	45	4	
NM2006-07	99	24,231	10	44	33	12	99	24,237	11	35	45	9	99	24,226	3	52	40	4	

5th Grade		READING						MATHEMATICS						SCIENCE					
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level						
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	
Female	99	373	3	36	49	11	99	373	2	20	58	18	99	374	0	17	76	7	
Male	99	389	4	25	49	21	99	389	3	20	54	22	100	390	1	21	69	9	
Caucasian	100	42	14	57	29	0	100	42	12	33	50	5	100	42	5	48	48	0	
Black	***	4	***	***	***	***	***	4	***	***	***	***	***	4	***	***	***	***	
Hispanic	100	99	6	47	42	4	100	99	3	30	56	11	100	100	0	35	62	3	
Asian	***	9	***	***	***	***	***	9	***	***	***	***	***	9	***	***	***	***	
Am.Indian ¹	99	608	2	26	52	19	99	608	1	17	58	23	99	609	0	13	77	9	
SWD ²	94	64	2	2	34	56	95	64	2	5	41	48	98	64	0	9	67	22	
ELL ³	99	459	1	25	52	21	100	459	1	17	57	25	100	459	0	11	80	9	
FRLP ⁴	99	613	2	27	52	18	99	613	2	18	57	22	99	614	0	15	75	9	
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***	
All 2007-08	99	762	4	30	49	16	99	762	3	20	56	20	99	764	1	19	72	8	
All 2006-07	100	785	5	34	43	17	100	786	2	19	61	17	100	785	1	22	66	11	
NM2007-08	99	24,274	11	45	35	8	99	24,274	9	32	48	12	99	24,270	4	43	49	4	
NM2006-07	99	23,998	14	45	32	9	99	24,013	7	29	51	12	99	23,998	3	41	51	5	

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ - Economically Disadvantaged

State Assessments Results for District (excluding charter schools)

6th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	386	3	30	53	14	100	386	2	20	61	17	100	384	2	22	57	20
Male	99	399	5	20	52	22	99	399	4	14	60	22	100	397	2	20	59	19
Caucasian	100	50	18	40	38	4	100	50	14	34	48	4	100	50	6	42	42	10
Black	***	6	***	***	***	***	***	6	***	***	***	***	***	6	***	***	***	***
Hispanic	100	97	6	51	35	8	99	97	5	32	54	8	100	97	5	38	46	10
Asian	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
Am.Indian ¹	99	627	2	19	57	21	100	627	2	13	63	22	100	623	1	16	61	21
SWD ²	100	76	9	1	21	68	100	76	4	5	36	55	100	76	4	8	26	62
ELL ³	100	431	2	13	58	27	99	431	1	9	63	26	100	429	1	13	59	27
FRLP ⁴	99	628	3	21	54	21	99	628	2	14	63	21	100	625	1	18	59	21
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	99	785	4	25	53	18	99	785	3	17	60	19	100	781	2	21	58	19
All 2006-07	99	857	1	18	60	21	99	856	1	18	58	22	99	856	0	20	64	14
NM2007-08	99	23,666	6	37	46	11	99	23,666	5	23	58	13	99	23,653	3	28	56	13
NM2006-07	99	24,110	5	33	48	15	99	24,119	5	22	52	21	99	24,115	2	32	53	12

7th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	97	465	6	36	42	12	99	465	2	17	60	20	99	464	0	13	65	21
Male	98	463	4	28	45	21	98	463	3	17	53	25	98	463	1	16	58	23
Caucasian	100	64	20	45	25	9	100	64	11	20	58	11	100	64	5	41	50	5
Black	***	3	***	***	***	***	***	3	***	***	***	***	***	3	***	***	***	***
Hispanic	99	111	8	50	33	7	100	111	3	24	61	12	99	111	2	20	65	13
Asian	***	5	***	***	***	***	***	5	***	***	***	***	***	5	***	***	***	***
Am.Indian ¹	97	745	3	28	47	18	99	745	2	15	56	25	99	744	0	11	62	25
SWD ²	93	103	7	4	28	54	97	103	5	6	31	55	97	103	2	8	31	56
ELL ³	96	424	2	18	53	24	98	424	1	10	57	30	98	424	0	7	61	30
FRLP ⁴	97	726	4	29	46	18	98	726	3	15	56	24	98	725	0	13	60	25
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	97	928	5	32	44	16	99	928	3	17	57	22	98	927	1	14	61	22
All 2006-07	100	973	4	30	48	18	99	970	1	11	52	35	99	970	1	12	53	32
NM2007-08	99	23,964	8	43	37	12	95	23,964	6	24	51	18	99	23,954	2	31	51	15
NM2006-07	99	24,666	8	42	39	10	99	24,663	5	20	49	25	99	24,654	2	28	51	18

State Assessments Results for District (excluding charter schools)

8th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	100	506	5	54	34	7	100	506	1	18	60	22	100	506	0	16	63	21
Male	99	481	4	45	37	13	100	481	2	19	54	25	99	479	1	18	59	21
Caucasian	100	64	11	70	16	3	100	64	5	38	50	8	100	64	2	48	44	6
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	100	91	3	60	31	5	100	91	0	21	59	20	100	90	0	20	64	16
Asian	***	7	***	***	***	***	***	7	***	***	***	***	***	7	***	***	***	***
Am.Indian ¹	100	823	4	47	37	11	100	823	1	16	57	25	99	822	1	14	62	23
SWD ²	99	103	5	10	31	53	99	103	5	2	25	67	100	103	7	1	26	66
ELL ³	99	465	1	38	43	17	100	465	1	10	54	35	99	465	1	7	60	32
FRLP ⁴	99	748	3	46	38	12	100	748	1	15	57	26	99	746	1	12	64	23
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	100	987	5	50	35	10	100	987	2	18	57	23	99	985	1	17	61	21
All 2006-07	99	1,014	1	38	46	14	99	1,011	1	13	57	28	99	1,011	0	13	69	17
NM2007-08	99	24,576	5	58	29	7	99	24,579	7	30	49	14	99	24,564	1	25	58	15
NM2006-07	99	25,103	3	53	34	10	99	25,102	5	25	50	19	99	25,083	1	23	62	14

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ -Economically Disadvantaged

11th Grade		READING					MATHEMATICS					SCIENCE						
Reporting Group	Percent at Each Proficiency Level						Percent at Each Proficiency Level						Percent at Each Proficiency Level					
	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step
Female	99	469	3	37	48	11	98	469	1	14	50	33	98	467	1	17	73	8
Male	97	447	1	32	46	18	98	447	4	16	41	36	97	448	1	24	63	10
Caucasian	98	57	9	56	26	7	98	57	12	37	39	11	98	57	2	51	40	5
Black	***	2	***	***	***	***	***	2	***	***	***	***	***	2	***	***	***	***
Hispanic	100	70	0	41	50	9	100	70	4	16	54	26	100	70	3	24	66	7
Asian	***	9	***	***	***	***	***	9	***	***	***	***	***	9	***	***	***	***
Am.Indian ¹	97	778	2	32	49	15	98	778	2	13	45	38	97	777	0	18	70	9
SWD ²	97	90	3	2	31	60	96	90	2	0	14	79	96	90	3	1	57	34
ELL ³	97	319	1	11	62	23	97	319	1	4	37	55	97	320	0	6	76	15
FRLP ⁴	97	609	1	30	52	15	98	609	2	13	45	38	97	609	0	17	71	9
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	0	***	***	***	***
All 2007-08	98	916	2	34	47	14	98	916	3	15	45	35	98	915	1	20	68	9
All 2006-07	98	970	3	31	47	17	98	970	1	15	57	25	60	10	10	30	0	20
NM2007-08	98	20,363	6	44	36	12	98	20,365	9	25	40	25	96	20,104	2	32	55	7
NM2006-07	98	19,936	7	41	36	15	97	19,939	7	25	44	22						

¹ - includes Alaskan Natives ² - SWD - Students with Disabilities ³ - ELL - English Language Learners ⁴ -Economically Disadvantaged

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	0
Descheny, Annie	17
Jackson, Genevieve	23
Tempest, Bruce	13
Thompson, John	24

Source: 2007-08 New Mexico School Board Association annual report.

Data on School Expenditures

Includes state general fund operational moneys only for 2007-2008

	Expenditure	Percent
Direct Instruction	50,963,583	56
Instructional Support Services	34,004,575	37
Students	6,692,095	20
Instruction	3,072,377	9
General Administration	598,718	2
School Administration	6,431,628	19
Central Services	3,060,525	9
Operations & Maintenance	13,951,832	41
Student Transportation	24,061	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	6,194,199	7
Total Expenditures	91,162,357	

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: 0.14% DISTRICT: 0.00%

	Core Classes not taught by Highly Qualified Teachers	
	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	0.0 %
Low Poverty Schools	4.2%	0.0 %

	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	22,391	58.5%	41.6%	4.5%
DISTRICT WIDE	920	60.4	38.4	3.1
CHEE DODGE ELEM	27	66.7	33.3	2.7
CHURCH ROCK ELEM	21	61.9	33.3	0.0
CROWNPOINT ELEM	21	71.4	28.6	0.0
CROWNPOINT HIGH	30	70.0	30.0	2.9
CROWNPOINT MIDDLE	17	82.4	17.6	1.6
DAVID SKEET ELEM	20	80.0	15.0	0.0
EDUCATION DEV CNT	8	12.5	87.5	***
GALLUP CENTRAL ALT	14	50.0	50.0	3.0
GALLUP HIGH	88	46.6	52.3	0.0
GALLUP MIDDLE	39	64.1	30.8	2.1
INDIAN HILLS ELEM	26	46.2	53.8	0.0
JEFFERSON ELEMENTARY	21	61.9	38.1	0.0
JOHN F. KENNEDY MID	34	67.6	32.4	4.8
JUAN DE ONATE ELEM	27	48.1	51.9	?
LINCOLN ELEMENTARY	22	63.6	36.4	50.0
MIYAMURA HIGH SCHOOL	81	75.3	24.7	3.5
NAVAJO ELEMENTARY	24	58.3	41.7	0.0
NAVAJO MIDDLE SCHOOL	14	57.1	42.9	0.0
NAVAJO PINE HIGH	20	50.0	50.0	2.2
RAMAH ELEMENTARY	18	66.7	33.3	0.0
RAMAH HIGH	22	63.6	36.4	7.8
RED ROCK ELEMENTARY	28	53.6	46.4	0.0
ROCKY VIEW ELEM	25	68.0	32.0	0.0
ROOSEVELT ELEMENTARY	17	70.6	17.6	0.0
STAGECOACH ELEM	24	58.3	41.7	0.0
THOREAU ELEMENTARY	27	66.7	29.6	0.0
THOREAU HIGH	35	57.1	40.0	6.5
THOREAU MIDDLE	22	63.6	36.4	1.1
TOBE TURPEN ELEM	25	52.0	48.0	0.0
TOHATCHI ELEMENTARY	19	31.6	68.4	0.0
TOHATCHI HIGH	31	51.6	41.9	1.0
TOHATCHI MIDDLE	19	47.4	52.6	10.4
TSE'YI'GAI HIGH	16	56.3	43.8	4.3
TWIN LAKES ELEM	18	61.1	38.9	0.0

* 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: 0.14% DISTRICT: 0.00%

	Core Classes not taught by Highly Qualified Teachers	
	STATEWIDE	DISTRICT
High Poverty Schools	5.0%	0.0 %
Low Poverty Schools	4.2%	0.0 %

	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	22,391	58.5%	41.6%	4.5%
WASHINGTON ELEM	20	85.0	15.0	0.0

* 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 2008)

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	19582	34540	3417	1294	2665	1509	31.1	54.8	5.4	2.1	4.2	2.4
STATE WIDE TOTALS	2	17719	33550	5878	2304	2385	1173	28.1	53.2	9.3	3.7	3.8	1.9
STATE WIDE TOTALS	3	21424	33361	3469	1157	2215	1383	34.0	52.9	5.5	1.8	3.5	2.2
STATE WIDE TOTALS	4	21186	31955	5073	1664	1409	1722	33.6	50.7	8.1	2.6	2.2	2.7
STATE WIDE TOTALS	5	17564	32541	3882	1388	6237	1398	27.9	51.6	6.2	2.2	9.9	2.2
STATE WIDE TOTALS	6	18032	33792	4592	2096	3031	1467	28.6	53.6	7.3	3.3	4.8	2.3
STATE WIDE TOTALS	7	13947	30216	8112	2907	5314	2515	22.1	48.0	12.9	4.6	8.4	4.0
STATE WIDE TOTALS	8	25857	29653	3433	1446	952	1669	41.0	47.1	5.4	2.3	1.5	2.6
STATE WIDE TOTALS	9	18353	34063	3889	1619	3788	1671	29.0	53.7	6.1	2.6	6.0	2.6
STATE WIDE TOTALS	10	21851	33306	4095	1156	1027	1574	34.7	52.9	6.5	1.8	1.6	2.5
DISTRICT WIDE TOTALS	1	1281	2648	265	91	255	99	27.6	57.1	5.7	2.0	5.5	2.1
DISTRICT WIDE TOTALS	2	906	2534	560	253	281	105	19.5	54.6	12.1	5.5	6.1	2.3
DISTRICT WIDE TOTALS	3	1200	2738	307	76	192	126	25.9	59.0	6.6	1.6	4.1	2.7
DISTRICT WIDE TOTALS	4	1157	2650	430	99	132	171	24.9	57.1	9.3	2.1	2.8	3.7
DISTRICT WIDE TOTALS	5	823	2396	400	131	750	139	17.7	51.6	8.6	2.8	16.2	3.0
DISTRICT WIDE TOTALS	6	871	2697	394	139	375	163	18.8	58.1	8.5	3.0	8.1	3.5
DISTRICT WIDE TOTALS	7	797	2394	602	186	446	214	17.2	51.6	13.0	4.0	9.6	4.6
DISTRICT WIDE TOTALS	8	1348	2668	299	96	123	105	29.1	57.5	6.4	2.1	2.7	2.3
DISTRICT WIDE TOTALS	9	995	2666	349	103	382	144	21.4	57.5	7.5	2.2	8.2	3.1
DISTRICT WIDE TOTALS	10	1443	2792	201	45	66	92	31.1	60.2	4.3	1.0	1.4	2.0
CHEE DODGE ELEM	1	43	92	7	1	9	2	27.9	59.7	4.5	0.6	5.8	1.3
CHEE DODGE ELEM	2	47	92	7	0	4	4	30.5	59.7	4.5	0.0	2.6	2.6
CHEE DODGE ELEM	3	44	95	8	1	3	3	28.6	61.7	5.2	0.6	1.9	1.9
CHEE DODGE ELEM	4	40	96	9	1	4	4	26.0	62.3	5.8	0.6	2.6	2.6
CHEE DODGE ELEM	5	28	85	11	3	22	5	18.2	55.2	7.1	1.9	14.3	3.2
CHEE DODGE ELEM	6	28	100	9	8	4	5	18.2	64.9	5.8	5.2	2.6	3.2

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
CHEE DODGE ELEM	7	24	86	17	3	15	9	15.6	55.8	11.0	1.9	9.7	5.8
CHEE DODGE ELEM	8	49	92	4	5	1	3	31.8	59.7	2.6	3.2	0.6	1.9
CHEE DODGE ELEM	9	39	95	6	1	9	4	25.3	61.7	3.9	0.6	5.8	2.6
CHEE DODGE ELEM	10	50	95	1	2	1	5	32.5	61.7	0.6	1.3	0.6	3.2
CHURCH ROCK ELEM	1	43	91	5	0	8	2	28.9	61.1	3.4	0.0	5.4	1.3
CHURCH ROCK ELEM	2	21	72	19	12	22	3	14.1	48.3	12.8	8.1	14.8	2.0
CHURCH ROCK ELEM	3	38	85	7	3	12	4	25.5	57.0	4.7	2.0	8.1	2.7
CHURCH ROCK ELEM	4	38	88	11	0	3	9	25.5	59.1	7.4	0.0	2.0	6.0
CHURCH ROCK ELEM	5	27	69	11	3	38	1	18.1	46.3	7.4	2.0	25.5	0.7
CHURCH ROCK ELEM	6	27	83	7	4	24	4	18.1	55.7	4.7	2.7	16.1	2.7
CHURCH ROCK ELEM	7	30	85	7	0	23	4	20.1	57.0	4.7	0.0	15.4	2.7
CHURCH ROCK ELEM	8	41	99	1	0	6	2	27.5	66.4	0.7	0.0	4.0	1.3
CHURCH ROCK ELEM	9	30	102	4	0	10	3	20.1	68.5	2.7	0.0	6.7	2.0
CHURCH ROCK ELEM	10	45	92	4	1	4	3	30.2	61.7	2.7	0.7	2.7	2.0
CROWNPOINT ELEM	1	28	87	5	2	10	5	20.4	63.5	3.6	1.5	7.3	3.6
CROWNPOINT ELEM	2	14	50	20	36	10	7	10.2	36.5	14.6	26.3	7.3	5.1
CROWNPOINT ELEM	3	18	94	10	4	6	5	13.1	68.6	7.3	2.9	4.4	3.6
CROWNPOINT ELEM	4	21	95	9	2	4	6	15.3	69.3	6.6	1.5	2.9	4.4
CROWNPOINT ELEM	5	11	48	30	9	34	5	8.0	35.0	21.9	6.6	24.8	3.6
CROWNPOINT ELEM	6	12	85	14	1	16	9	8.8	62.0	10.2	0.7	11.7	6.6
CROWNPOINT ELEM	7	9	62	26	20	14	6	6.6	45.3	19.0	14.6	10.2	4.4
CROWNPOINT ELEM	8	32	84	8	2	7	4	23.4	61.3	5.8	1.5	5.1	2.9
CROWNPOINT ELEM	9	16	77	16	5	18	5	11.7	56.2	11.7	3.6	13.1	3.6
CROWNPOINT ELEM	10	30	90	4	1	8	4	21.9	65.7	2.9	0.7	5.8	2.9
CROWNPOINT HIGH	1	32	90	10	1	6	2	22.7	63.8	7.1	0.7	4.3	1.4
CROWNPOINT HIGH	2	1	99	32	1	5	3	0.7	70.2	22.7	0.7	3.5	2.1

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
CROWNPOINT HIGH	3	19	108	11	3	0	0	13.5	76.6	7.8	2.1	0.0	0.0
CROWNPOINT HIGH	4	27	98	13	2	0	1	19.1	69.5	9.2	1.4	0.0	0.7
CROWNPOINT HIGH	5	4	84	28	8	17	0	2.8	59.6	19.9	5.7	12.1	0.0
CROWNPOINT HIGH	6	10	102	11	2	13	3	7.1	72.3	7.8	1.4	9.2	2.1
CROWNPOINT HIGH	7	5	86	28	8	13	1	3.5	61.0	19.9	5.7	9.2	0.7
CROWNPOINT HIGH	8	8	102	18	10	3	0	5.7	72.3	12.8	7.1	2.1	0.0
CROWNPOINT HIGH	9	5	80	12	8	28	8	3.5	56.7	8.5	5.7	19.9	5.7
CROWNPOINT HIGH	10	20	100	14	2	4	1	14.2	70.9	9.9	1.4	2.8	0.7
CROWNPOINT MIDDLE	1	12	43	3	3	1	0	19.4	69.4	4.8	4.8	1.6	0.0
CROWNPOINT MIDDLE	2	7	41	9	3	2	0	11.3	66.1	14.5	4.8	3.2	0.0
CROWNPOINT MIDDLE	3	13	40	2	1	4	2	21.0	64.5	3.2	1.6	6.5	3.2
CROWNPOINT MIDDLE	4	15	43	3	1	0	0	24.2	69.4	4.8	1.6	0.0	0.0
CROWNPOINT MIDDLE	5	15	32	2	2	7	4	24.2	51.6	3.2	3.2	11.3	6.5
CROWNPOINT MIDDLE	6	12	31	10	4	4	1	19.4	50.0	16.1	6.5	6.5	1.6
CROWNPOINT MIDDLE	7	11	31	13	3	4	0	17.7	50.0	21.0	4.8	6.5	0.0
CROWNPOINT MIDDLE	8	10	40	7	2	1	2	16.1	64.5	11.3	3.2	1.6	3.2
CROWNPOINT MIDDLE	9	13	38	4	3	2	2	21.0	61.3	6.5	4.8	3.2	3.2
CROWNPOINT MIDDLE	10	25	32	0	2	1	2	40.3	51.6	0.0	3.2	1.6	3.2
DAVID SKEET ELEM	1	49	70	10	3	13	1	33.6	47.9	6.8	2.1	8.9	0.7
DAVID SKEET ELEM	2	35	91	7	2	11	0	24.0	62.3	4.8	1.4	7.5	0.0
DAVID SKEET ELEM	3	45	82	9	5	3	2	30.8	56.2	6.2	3.4	2.1	1.4
DAVID SKEET ELEM	4	38	89	9	5	4	1	26.0	61.0	6.2	3.4	2.7	0.7
DAVID SKEET ELEM	5	25	85	12	5	17	2	17.1	58.2	8.2	3.4	11.6	1.4
DAVID SKEET ELEM	6	31	89	12	4	6	4	21.2	61.0	8.2	2.7	4.1	2.7
DAVID SKEET ELEM	7	41	64	14	6	17	4	28.1	43.8	9.6	4.1	11.6	2.7
DAVID SKEET ELEM	8	54	74	7	3	3	5	37.0	50.7	4.8	2.1	2.1	3.4

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DAVID SKEET ELEM	9	46	81	5	3	9	2	31.5	55.5	3.4	2.1	6.2	1.4
DAVID SKEET ELEM	10	51	79	5	3	2	6	34.9	54.1	3.4	2.1	1.4	4.1
GALLUP CENTRAL ALT	1	29	42	1	2	1	4	36.7	53.2	1.3	2.5	1.3	5.1
GALLUP CENTRAL ALT	2	18	43	9	2	4	3	22.8	54.4	11.4	2.5	5.1	3.8
GALLUP CENTRAL ALT	3	21	43	7	2	4	2	26.6	54.4	8.9	2.5	5.1	2.5
GALLUP CENTRAL ALT	4	24	38	8	3	3	3	30.4	48.1	10.1	3.8	3.8	3.8
GALLUP CENTRAL ALT	5	26	47	1	1	3	1	32.9	59.5	1.3	1.3	3.8	1.3
GALLUP CENTRAL ALT	6	20	47	6	3	2	1	25.3	59.5	7.6	3.8	2.5	1.3
GALLUP CENTRAL ALT	7	20	26	14	9	9	1	25.3	32.9	17.7	11.4	11.4	1.3
GALLUP CENTRAL ALT	8	25	47	0	1	5	1	31.6	59.5	0.0	1.3	6.3	1.3
GALLUP CENTRAL ALT	9	27	43	4	1	2	2	34.2	54.4	5.1	1.3	2.5	2.5
GALLUP CENTRAL ALT	10	30	36	4	5	1	3	38.0	45.6	5.1	6.3	1.3	3.8
GALLUP HIGH	1	18	46	9	3	6	0	22.0	56.1	11.0	3.7	7.3	0.0
GALLUP HIGH	2	9	54	11	4	3	1	11.0	65.9	13.4	4.9	3.7	1.2
GALLUP HIGH	3	16	45	13	4	3	1	19.5	54.9	15.9	4.9	3.7	1.2
GALLUP HIGH	4	13	38	15	10	5	1	15.9	46.3	18.3	12.2	6.1	1.2
GALLUP HIGH	5	15	40	9	4	12	2	18.3	48.8	11.0	4.9	14.6	2.4
GALLUP HIGH	6	13	42	10	7	8	2	15.9	51.2	12.2	8.5	9.8	2.4
GALLUP HIGH	7	20	41	11	2	6	2	24.4	50.0	13.4	2.4	7.3	2.4
GALLUP HIGH	8	12	50	9	3	6	2	14.6	61.0	11.0	3.7	7.3	2.4
GALLUP HIGH	9	10	43	10	3	12	4	12.2	52.4	12.2	3.7	14.6	4.9
GALLUP HIGH	10	37	40	3	0	2	0	45.1	48.8	3.7	0.0	2.4	0.0
GALLUP MIDDLE	1	84	202	27	10	17	15	23.7	56.9	7.6	2.8	4.8	4.2
GALLUP MIDDLE	2	41	189	65	19	35	6	11.5	53.2	18.3	5.4	9.9	1.7
GALLUP MIDDLE	3	67	226	33	4	17	8	18.9	63.7	9.3	1.1	4.8	2.3
GALLUP MIDDLE	4	59	194	64	11	9	18	16.6	54.6	18.0	3.1	2.5	5.1

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GALLUP MIDDLE	5	50	189	32	6	67	11	14.1	53.2	9.0	1.7	18.9	3.1
GALLUP MIDDLE	6	53	207	33	15	30	17	14.9	58.3	9.3	4.2	8.5	4.8
GALLUP MIDDLE	7	47	206	47	14	22	19	13.2	58.0	13.2	3.9	6.2	5.4
GALLUP MIDDLE	8	68	222	39	12	6	8	19.2	62.5	11.0	3.4	1.7	2.3
GALLUP MIDDLE	9	54	209	35	12	34	11	15.2	58.9	9.9	3.4	9.6	3.1
GALLUP MIDDLE	10	94	226	21	4	5	5	26.5	63.7	5.9	1.1	1.4	1.4
HERSHEY MIYAMURA HIGH SC	1	18	85	7	3	14	5	13.6	64.4	5.3	2.3	10.6	3.8
HERSHEY MIYAMURA HIGH SC	2	11	66	26	16	8	5	8.3	50.0	19.7	12.1	6.1	3.8
HERSHEY MIYAMURA HIGH SC	3	21	86	12	3	7	3	15.9	65.2	9.1	2.3	5.3	2.3
HERSHEY MIYAMURA HIGH SC	4	16	88	12	2	5	9	12.1	66.7	9.1	1.5	3.8	6.8
HERSHEY MIYAMURA HIGH SC	5	14	68	22	4	16	8	10.6	51.5	16.7	3.0	12.1	6.1
HERSHEY MIYAMURA HIGH SC	6	15	79	14	7	11	6	11.4	59.8	10.6	5.3	8.3	4.5
HERSHEY MIYAMURA HIGH SC	7	20	73	13	7	10	9	15.2	55.3	9.8	5.3	7.6	6.8
HERSHEY MIYAMURA HIGH SC	8	22	84	13	2	6	5	16.7	63.6	9.8	1.5	4.5	3.8
HERSHEY MIYAMURA HIGH SC	9	14	80	13	4	17	4	10.6	60.6	9.8	3.0	12.9	3.0
HERSHEY MIYAMURA HIGH SC	10	39	81	7	1	2	2	29.5	61.4	5.3	0.8	1.5	1.5
INDIAN HILLS ELEM	1	87	153	6	1	4	2	34.4	60.5	2.4	0.4	1.6	0.8
INDIAN HILLS ELEM	2	110	132	6	0	1	4	43.5	52.2	2.4	0.0	0.4	1.6
INDIAN HILLS ELEM	3	93	142	6	0	7	5	36.8	56.1	2.4	0.0	2.8	2.0
INDIAN HILLS ELEM	4	95	141	7	0	2	8	37.5	55.7	2.8	0.0	0.8	3.2
INDIAN HILLS ELEM	5	63	141	4	2	35	8	24.9	55.7	1.6	0.8	13.8	3.2
INDIAN HILLS ELEM	6	64	158	8	3	8	12	25.3	62.5	3.2	1.2	3.2	4.7
INDIAN HILLS ELEM	7	47	134	34	3	23	12	18.6	53.0	13.4	1.2	9.1	4.7
INDIAN HILLS ELEM	8	111	133	6	0	1	2	43.9	52.6	2.4	0.0	0.4	0.8
INDIAN HILLS ELEM	9	80	145	7	0	17	4	31.6	57.3	2.8	0.0	6.7	1.6
INDIAN HILLS ELEM	10	100	146	4	0	1	2	39.5	57.7	1.6	0.0	0.4	0.8

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JEFFERSON ELEMENTARY	1	75	89	7	0	4	2	42.4	50.3	4.0	0.0	2.3	1.1
JEFFERSON ELEMENTARY	2	30	114	20	1	9	3	16.9	64.4	11.3	0.6	5.1	1.7
JEFFERSON ELEMENTARY	3	50	107	10	1	8	1	28.2	60.5	5.6	0.6	4.5	0.6
JEFFERSON ELEMENTARY	4	52	97	16	1	6	5	29.4	54.8	9.0	0.6	3.4	2.8
JEFFERSON ELEMENTARY	5	35	88	18	3	29	4	19.8	49.7	10.2	1.7	16.4	2.3
JEFFERSON ELEMENTARY	6	46	103	14	1	9	4	26.0	58.2	7.9	0.6	5.1	2.3
JEFFERSON ELEMENTARY	7	32	82	28	8	20	7	18.1	46.3	15.8	4.5	11.3	4.0
JEFFERSON ELEMENTARY	8	74	82	11	4	4	2	41.8	46.3	6.2	2.3	2.3	1.1
JEFFERSON ELEMENTARY	9	46	104	11	3	11	2	26.0	58.8	6.2	1.7	6.2	1.1
JEFFERSON ELEMENTARY	10	64	100	8	2	1	2	36.2	56.5	4.5	1.1	0.6	1.1
JOHN F. KENNEDY MID	1	38	103	19	3	14	3	21.1	57.2	10.6	1.7	7.8	1.7
JOHN F. KENNEDY MID	2	31	81	35	11	14	8	17.2	45.0	19.4	6.1	7.8	4.4
JOHN F. KENNEDY MID	3	42	106	13	5	9	5	23.3	58.9	7.2	2.8	5.0	2.8
JOHN F. KENNEDY MID	4	37	89	29	6	8	11	20.6	49.4	16.1	3.3	4.4	6.1
JOHN F. KENNEDY MID	5	23	90	14	3	43	7	12.8	50.0	7.8	1.7	23.9	3.9
JOHN F. KENNEDY MID	6	28	98	14	5	27	8	15.6	54.4	7.8	2.8	15.0	4.4
JOHN F. KENNEDY MID	7	34	98	14	3	25	6	18.9	54.4	7.8	1.7	13.9	3.3
JOHN F. KENNEDY MID	8	38	112	16	5	6	3	21.1	62.2	8.9	2.8	3.3	1.7
JOHN F. KENNEDY MID	9	35	96	20	4	19	6	19.4	53.3	11.1	2.2	10.6	3.3
JOHN F. KENNEDY MID	10	65	100	6	3	3	3	36.1	55.6	3.3	1.7	1.7	1.7
JUAN DE ONATE ELEM	1	52	58	7	0	3	1	43.0	47.9	5.8	0.0	2.5	0.8
JUAN DE ONATE ELEM	2	34	63	11	3	10	0	28.1	52.1	9.1	2.5	8.3	0.0
JUAN DE ONATE ELEM	3	43	70	4	0	2	2	35.5	57.9	3.3	0.0	1.7	1.7
JUAN DE ONATE ELEM	4	42	66	6	0	1	6	34.7	54.5	5.0	0.0	0.8	5.0
JUAN DE ONATE ELEM	5	39	60	4	2	13	3	32.2	49.6	3.3	1.7	10.7	2.5
JUAN DE ONATE ELEM	6	39	70	6	0	6	0	32.2	57.9	5.0	0.0	5.0	0.0

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	Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
JUAN DE ONATE ELEM	7	38	50	13	2	7	11	31.4	41.3	10.7	1.7	5.8	9.1
JUAN DE ONATE ELEM	8	48	65	6	0	1	1	39.7	53.7	5.0	0.0	0.8	0.8
JUAN DE ONATE ELEM	9	47	63	4	0	5	2	38.8	52.1	3.3	0.0	4.1	1.7
JUAN DE ONATE ELEM	10	44	76	0	0	1	0	36.4	62.8	0.0	0.0	0.8	0.0
LINCOLN ELEMENTARY	1	49	63	2	0	4	2	40.8	52.5	1.7	0.0	3.3	1.7
LINCOLN ELEMENTARY	2	20	56	21	17	5	1	16.7	46.7	17.5	14.2	4.2	0.8
LINCOLN ELEMENTARY	3	54	60	1	0	3	2	45.0	50.0	0.8	0.0	2.5	1.7
LINCOLN ELEMENTARY	4	52	66	1	0	1	0	43.3	55.0	0.8	0.0	0.8	0.0
LINCOLN ELEMENTARY	5	31	55	10	1	17	6	25.8	45.8	8.3	0.8	14.2	5.0
LINCOLN ELEMENTARY	6	45	64	3	0	4	4	37.5	53.3	2.5	0.0	3.3	3.3
LINCOLN ELEMENTARY	7	28	62	14	0	11	5	23.3	51.7	11.7	0.0	9.2	4.2
LINCOLN ELEMENTARY	8	69	48	0	0	0	3	57.5	40.0	0.0	0.0	0.0	2.5
LINCOLN ELEMENTARY	9	45	70	1	0	2	2	37.5	58.3	0.8	0.0	1.7	1.7
LINCOLN ELEMENTARY	10	40	73	3	0	1	3	33.3	60.8	2.5	0.0	0.8	2.5
NAVAJO ELEMENTARY	1	36	99	18	7	8	7	20.6	56.6	10.3	4.0	4.6	4.0
NAVAJO ELEMENTARY	2	53	106	11	1	2	2	30.3	60.6	6.3	0.6	1.1	1.1
NAVAJO ELEMENTARY	3	34	112	13	3	7	6	19.4	64.0	7.4	1.7	4.0	3.4
NAVAJO ELEMENTARY	4	43	100	15	5	4	8	24.6	57.1	8.6	2.9	2.3	4.6
NAVAJO ELEMENTARY	5	34	95	11	0	27	8	19.4	54.3	6.3	0.0	15.4	4.6
NAVAJO ELEMENTARY	6	28	87	30	5	17	8	16.0	49.7	17.1	2.9	9.7	4.6
NAVAJO ELEMENTARY	7	29	91	18	10	21	6	16.6	52.0	10.3	5.7	12.0	3.4
NAVAJO ELEMENTARY	8	45	112	12	1	2	3	25.7	64.0	6.9	0.6	1.1	1.7
NAVAJO ELEMENTARY	9	33	106	10	4	17	5	18.9	60.6	5.7	2.3	9.7	2.9
NAVAJO ELEMENTARY	10	43	113	9	2	5	3	24.6	64.6	5.1	1.1	2.9	1.7
NAVAJO MIDDLE SCHOOL	1	10	21	5	5	5	0	21.7	45.7	10.9	10.9	10.9	0.0
NAVAJO MIDDLE SCHOOL	2	23	16	2	0	3	2	50.0	34.8	4.3	0.0	6.5	4.3

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NAVAJO MIDDLE SCHOOL	3	8	23	4	2	6	3	17.4	50.0	8.7	4.3	13.0	6.5
NAVAJO MIDDLE SCHOOL	4	13	22	6	2	2	1	28.3	47.8	13.0	4.3	4.3	2.2
NAVAJO MIDDLE SCHOOL	5	10	20	4	1	10	1	21.7	43.5	8.7	2.2	21.7	2.2
NAVAJO MIDDLE SCHOOL	6	9	21	4	0	7	5	19.6	45.7	8.7	0.0	15.2	10.9
NAVAJO MIDDLE SCHOOL	7	7	23	5	5	5	1	15.2	50.0	10.9	10.9	10.9	2.2
NAVAJO MIDDLE SCHOOL	8	12	21	5	1	4	3	26.1	45.7	10.9	2.2	8.7	6.5
NAVAJO MIDDLE SCHOOL	9	9	23	6	0	4	4	19.6	50.0	13.0	0.0	8.7	8.7
NAVAJO MIDDLE SCHOOL	10	13	27	2	0	2	2	28.3	58.7	4.3	0.0	4.3	4.3
NAVAJO PINE HIGH	1	31	87	26	10	31	6	16.2	45.5	13.6	5.2	16.2	3.1
NAVAJO PINE HIGH	2	15	78	41	24	20	13	7.9	40.8	21.5	12.6	10.5	6.8
NAVAJO PINE HIGH	3	25	100	35	7	13	11	13.1	52.4	18.3	3.7	6.8	5.8
NAVAJO PINE HIGH	4	21	101	38	11	10	10	11.0	52.9	19.9	5.8	5.2	5.2
NAVAJO PINE HIGH	5	17	75	41	24	31	3	8.9	39.3	21.5	12.6	16.2	1.6
NAVAJO PINE HIGH	6	27	85	42	16	14	7	14.1	44.5	22.0	8.4	7.3	3.7
NAVAJO PINE HIGH	7	25	81	47	17	16	5	13.1	42.4	24.6	8.9	8.4	2.6
NAVAJO PINE HIGH	8	27	114	22	13	8	7	14.1	59.7	11.5	6.8	4.2	3.7
NAVAJO PINE HIGH	9	24	87	38	12	24	6	12.6	45.5	19.9	6.3	12.6	3.1
NAVAJO PINE HIGH	10	60	111	14	2	2	2	31.4	58.1	7.3	1.0	1.0	1.0
RAMAH ELEMENTARY	1	6	28	5	2	2	0	14.0	65.1	11.6	4.7	4.7	0.0
RAMAH ELEMENTARY	2	1	9	10	18	4	1	2.3	20.9	23.3	41.9	9.3	2.3
RAMAH ELEMENTARY	3	7	26	7	2	1	0	16.3	60.5	16.3	4.7	2.3	0.0
RAMAH ELEMENTARY	4	9	25	7	0	0	2	20.9	58.1	16.3	0.0	0.0	4.7
RAMAH ELEMENTARY	5	2	25	4	6	4	2	4.7	58.1	9.3	14.0	9.3	4.7
RAMAH ELEMENTARY	6	4	24	6	3	4	2	9.3	55.8	14.0	7.0	9.3	4.7
RAMAH ELEMENTARY	7	3	14	13	7	1	5	7.0	32.6	30.2	16.3	2.3	11.6
RAMAH ELEMENTARY	8	8	29	4	0	0	2	18.6	67.4	9.3	0.0	0.0	4.7

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RAMAH ELEMENTARY	9	7	25	5	0	4	2	16.3	58.1	11.6	0.0	9.3	4.7
RAMAH ELEMENTARY	10	6	34	2	0	0	1	14.0	79.1	4.7	0.0	0.0	2.3
RAMAH HIGH	1	21	47	2	1	7	3	25.9	58.0	2.5	1.2	8.6	3.7
RAMAH HIGH	2	45	33	1	0	2	0	55.6	40.7	1.2	0.0	2.5	0.0
RAMAH HIGH	3	26	45	6	0	3	1	32.1	55.6	7.4	0.0	3.7	1.2
RAMAH HIGH	4	18	48	4	6	2	3	22.2	59.3	4.9	7.4	2.5	3.7
RAMAH HIGH	5	17	47	5	2	10	0	21.0	58.0	6.2	2.5	12.3	0.0
RAMAH HIGH	6	11	46	12	5	5	2	13.6	56.8	14.8	6.2	6.2	2.5
RAMAH HIGH	7	9	43	19	0	5	5	11.1	53.1	23.5	0.0	6.2	6.2
RAMAH HIGH	8	14	53	4	4	4	2	17.3	65.4	4.9	4.9	4.9	2.5
RAMAH HIGH	9	10	48	8	3	9	3	12.3	59.3	9.9	3.7	11.1	3.7
RAMAH HIGH	10	27	47	3	0	1	3	33.3	58.0	3.7	0.0	1.2	3.7
RED ROCK ELEMENTARY	1	65	144	4	1	2	0	30.1	66.7	1.9	0.5	0.9	0.0
RED ROCK ELEMENTARY	2	39	117	36	16	8	0	18.1	54.2	16.7	7.4	3.7	0.0
RED ROCK ELEMENTARY	3	71	136	6	2	1	0	32.9	63.0	2.8	0.9	0.5	0.0
RED ROCK ELEMENTARY	4	77	126	7	0	2	4	35.6	58.3	3.2	0.0	0.9	1.9
RED ROCK ELEMENTARY	5	33	134	11	3	34	1	15.3	62.0	5.1	1.4	15.7	0.5
RED ROCK ELEMENTARY	6	44	139	12	2	17	2	20.4	64.4	5.6	0.9	7.9	0.9
RED ROCK ELEMENTARY	7	34	125	29	8	13	7	15.7	57.9	13.4	3.7	6.0	3.2
RED ROCK ELEMENTARY	8	84	125	6	0	0	1	38.9	57.9	2.8	0.0	0.0	0.5
RED ROCK ELEMENTARY	9	58	139	8	0	11	0	26.9	64.4	3.7	0.0	5.1	0.0
RED ROCK ELEMENTARY	10	62	143	8	0	0	3	28.7	66.2	3.7	0.0	0.0	1.4
ROCKY VIEW ELEM	1	37	87	1	0	3	6	27.6	64.9	0.7	0.0	2.2	4.5
ROCKY VIEW ELEM	2	24	86	10	5	7	2	17.9	64.2	7.5	3.7	5.2	1.5
ROCKY VIEW ELEM	3	35	86	3	1	4	5	26.1	64.2	2.2	0.7	3.0	3.7
ROCKY VIEW ELEM	4	36	80	6	1	1	10	26.9	59.7	4.5	0.7	0.7	7.5

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ROCKY VIEW ELEM	5	23	76	3	0	23	9	17.2	56.7	2.2	0.0	17.2	6.7
ROCKY VIEW ELEM	6	26	90	5	1	9	3	19.4	67.2	3.7	0.7	6.7	2.2
ROCKY VIEW ELEM	7	26	66	16	4	7	15	19.4	49.3	11.9	3.0	5.2	11.2
ROCKY VIEW ELEM	8	47	76	6	1	2	2	35.1	56.7	4.5	0.7	1.5	1.5
ROCKY VIEW ELEM	9	34	83	2	2	8	5	25.4	61.9	1.5	1.5	6.0	3.7
ROCKY VIEW ELEM	10	35	90	5	0	2	2	26.1	67.2	3.7	0.0	1.5	1.5
ROOSEVELT ELEMENTARY	1	117	119	3	0	2	2	48.1	49.0	1.2	0.0	0.8	0.8
ROOSEVELT ELEMENTARY	2	58	147	14	4	14	6	23.9	60.5	5.8	1.6	5.8	2.5
ROOSEVELT ELEMENTARY	3	127	104	4	3	1	4	52.3	42.8	1.6	1.2	0.4	1.6
ROOSEVELT ELEMENTARY	4	120	104	9	0	3	7	49.4	42.8	3.7	0.0	1.2	2.9
ROOSEVELT ELEMENTARY	5	72	125	12	1	29	4	29.6	51.4	4.9	0.4	11.9	1.6
ROOSEVELT ELEMENTARY	6	72	141	14	1	10	5	29.6	58.0	5.8	0.4	4.1	2.1
ROOSEVELT ELEMENTARY	7	52	118	32	6	19	16	21.4	48.6	13.2	2.5	7.8	6.6
ROOSEVELT ELEMENTARY	8	120	105	9	2	2	5	49.4	43.2	3.7	0.8	0.8	2.1
ROOSEVELT ELEMENTARY	9	88	118	15	1	13	8	36.2	48.6	6.2	0.4	5.3	3.3
ROOSEVELT ELEMENTARY	10	81	140	10	1	1	10	33.3	57.6	4.1	0.4	0.4	4.1
STAGECOACH ELEM	1	52	118	4	0	13	4	27.2	61.8	2.1	0.0	6.8	2.1
STAGECOACH ELEM	2	49	127	6	0	6	3	25.7	66.5	3.1	0.0	3.1	1.6
STAGECOACH ELEM	3	53	107	7	2	13	9	27.7	56.0	3.7	1.0	6.8	4.7
STAGECOACH ELEM	4	43	128	5	3	6	6	22.5	67.0	2.6	1.6	3.1	3.1
STAGECOACH ELEM	5	42	105	11	1	25	7	22.0	55.0	5.8	0.5	13.1	3.7
STAGECOACH ELEM	6	41	120	8	6	5	11	21.5	62.8	4.2	3.1	2.6	5.8
STAGECOACH ELEM	7	42	105	14	4	17	9	22.0	55.0	7.3	2.1	8.9	4.7
STAGECOACH ELEM	8	64	107	6	3	4	7	33.5	56.0	3.1	1.6	2.1	3.7
STAGECOACH ELEM	9	42	116	8	2	16	7	22.0	60.7	4.2	1.0	8.4	3.7
STAGECOACH ELEM	10	61	115	7	1	1	6	31.9	60.2	3.7	0.5	0.5	3.1

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THOREAU ELEMENTARY	1	54	123	9	3	14	3	26.2	59.7	4.4	1.5	6.8	1.5
THOREAU ELEMENTARY	2	38	139	10	2	15	2	18.4	67.5	4.9	1.0	7.3	1.0
THOREAU ELEMENTARY	3	41	140	7	1	8	9	19.9	68.0	3.4	0.5	3.9	4.4
THOREAU ELEMENTARY	4	39	143	16	1	7	0	18.9	69.4	7.8	0.5	3.4	0.0
THOREAU ELEMENTARY	5	29	104	5	9	50	9	14.1	50.5	2.4	4.4	24.3	4.4
THOREAU ELEMENTARY	6	29	128	11	6	24	8	14.1	62.1	5.3	2.9	11.7	3.9
THOREAU ELEMENTARY	7	22	121	14	9	35	5	10.7	58.7	6.8	4.4	17.0	2.4
THOREAU ELEMENTARY	8	52	141	4	5	2	2	25.2	68.4	1.9	2.4	1.0	1.0
THOREAU ELEMENTARY	9	35	127	16	3	18	7	17.0	61.7	7.8	1.5	8.7	3.4
THOREAU ELEMENTARY	10	52	143	10	0	0	1	25.2	69.4	4.9	0.0	0.0	0.5
THOREAU HIGH	1	30	78	21	14	14	8	18.2	47.3	12.7	8.5	8.5	4.8
THOREAU HIGH	2	12	80	35	18	10	10	7.3	48.5	21.2	10.9	6.1	6.1
THOREAU HIGH	3	25	87	21	8	9	15	15.2	52.7	12.7	4.8	5.5	9.1
THOREAU HIGH	4	19	73	39	10	14	10	11.5	44.2	23.6	6.1	8.5	6.1
THOREAU HIGH	5	16	83	23	4	31	8	9.7	50.3	13.9	2.4	18.8	4.8
THOREAU HIGH	6	10	89	23	9	28	6	6.1	53.9	13.9	5.5	17.0	3.6
THOREAU HIGH	7	20	90	19	6	18	12	12.1	54.5	11.5	3.6	10.9	7.3
THOREAU HIGH	8	27	90	23	8	13	4	16.4	54.5	13.9	4.8	7.9	2.4
THOREAU HIGH	9	17	82	28	6	19	13	10.3	49.7	17.0	3.6	11.5	7.9
THOREAU HIGH	10	70	73	11	3	4	4	42.4	44.2	6.7	1.8	2.4	2.4
THOREAU MIDDLE	1	23	78	14	5	21	5	15.8	53.4	9.6	3.4	14.4	3.4
THOREAU MIDDLE	2	18	72	30	8	13	5	12.3	49.3	20.5	5.5	8.9	3.4
THOREAU MIDDLE	3	23	89	11	1	18	4	15.8	61.0	7.5	0.7	12.3	2.7
THOREAU MIDDLE	4	19	81	21	6	10	9	13.0	55.5	14.4	4.1	6.8	6.2
THOREAU MIDDLE	5	17	73	21	5	24	6	11.6	50.0	14.4	3.4	16.4	4.1
THOREAU MIDDLE	6	20	67	23	4	23	9	13.7	45.9	15.8	2.7	15.8	6.2

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- 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.

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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
THOREAU MIDDLE	7	18	77	23	3	14	11	12.3	52.7	15.8	2.1	9.6	7.5
THOREAU MIDDLE	8	20	84	22	1	10	9	13.7	57.5	15.1	0.7	6.8	6.2
THOREAU MIDDLE	9	20	85	15	9	14	3	13.7	58.2	10.3	6.2	9.6	2.1
THOREAU MIDDLE	10	37	90	8	3	5	3	25.3	61.6	5.5	2.1	3.4	2.1
TOBE TURPEN ELEM	1	11	10	0	0	1	0	50.0	45.5	0.0	0.0	4.5	0.0
TOBE TURPEN ELEM	2	4	11	0	0	6	1	18.2	50.0	0.0	0.0	27.3	4.5
TOBE TURPEN ELEM	3	5	15	1	0	0	1	22.7	68.2	4.5	0.0	0.0	4.5
TOBE TURPEN ELEM	4	4	15	2	0	0	1	18.2	68.2	9.1	0.0	0.0	4.5
TOBE TURPEN ELEM	5	4	11	2	0	3	2	18.2	50.0	9.1	0.0	13.6	9.1
TOBE TURPEN ELEM	6	6	13	0	0	1	2	27.3	59.1	0.0	0.0	4.5	9.1
TOBE TURPEN ELEM	7	8	11	2	0	1	0	36.4	50.0	9.1	0.0	4.5	0.0
TOBE TURPEN ELEM	8	8	11	0	0	2	1	36.4	50.0	0.0	0.0	9.1	4.5
TOBE TURPEN ELEM	9	5	11	2	0	2	2	22.7	50.0	9.1	0.0	9.1	9.1
TOBE TURPEN ELEM	10	10	9	2	0	1	0	45.5	40.9	9.1	0.0	4.5	0.0
TOHATCHI ELEMENTARY	1	17	58	3	3	5	3	19.1	65.2	3.4	3.4	5.6	3.4
TOHATCHI ELEMENTARY	2	11	31	26	10	7	4	12.4	34.8	29.2	11.2	7.9	4.5
TOHATCHI ELEMENTARY	3	24	53	5	2	4	1	27.0	59.6	5.6	2.2	4.5	1.1
TOHATCHI ELEMENTARY	4	22	51	4	1	3	8	24.7	57.3	4.5	1.1	3.4	9.0
TOHATCHI ELEMENTARY	5	7	50	8	1	22	1	7.9	56.2	9.0	1.1	24.7	1.1
TOHATCHI ELEMENTARY	6	13	61	4	0	9	2	14.6	68.5	4.5	0.0	10.1	2.2
TOHATCHI ELEMENTARY	7	14	40	14	5	13	3	15.7	44.9	15.7	5.6	14.6	3.4
TOHATCHI ELEMENTARY	8	30	52	2	0	2	3	33.7	58.4	2.2	0.0	2.2	3.4
TOHATCHI ELEMENTARY	9	17	55	3	2	8	4	19.1	61.8	3.4	2.2	9.0	4.5
TOHATCHI ELEMENTARY	10	24	58	1	0	2	4	27.0	65.2	1.1	0.0	2.2	4.5
TOHATCHI HIGH	1	3	22	9	1	2	1	7.9	57.9	23.7	2.6	5.3	2.6
TOHATCHI HIGH	2	2	15	5	12	3	1	5.3	39.5	13.2	31.6	7.9	2.6

Parent Survey on the Quality of Education Spring 2008)

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 HIGH	3	8	11	15	2	1	1	21.1	28.9	39.5	5.3	2.6	2.6
TOHATCHI HIGH	4	2	20	10	2	4	0	5.3	52.6	26.3	5.3	10.5	0.0
TOHATCHI HIGH	5	4	9	9	11	4	1	10.5	23.7	23.7	28.9	10.5	2.6
TOHATCHI HIGH	6	0	15	9	8	6	0	0.0	39.5	23.7	21.1	15.8	0.0
TOHATCHI HIGH	7	10	14	4	2	5	3	26.3	36.8	10.5	5.3	13.2	7.9
TOHATCHI HIGH	8	3	23	7	3	2	0	7.9	60.5	18.4	7.9	5.3	0.0
TOHATCHI HIGH	9	2	18	10	4	4	0	5.3	47.4	26.3	10.5	10.5	0.0
TOHATCHI HIGH	10	7	28	2	0	0	1	18.4	73.7	5.3	0.0	0.0	2.6
TOHATCHI MIDDLE	1	17	76	8	7	7	1	14.7	65.5	6.9	6.0	6.0	0.9
TOHATCHI MIDDLE	2	21	81	5	4	2	3	18.1	69.8	4.3	3.4	1.7	2.6
TOHATCHI MIDDLE	3	20	77	7	3	4	5	17.2	66.4	6.0	2.6	3.4	4.3
TOHATCHI MIDDLE	4	19	68	16	6	3	4	16.4	58.6	13.8	5.2	2.6	3.4
TOHATCHI MIDDLE	5	24	56	15	5	13	3	20.7	48.3	12.9	4.3	11.2	2.6
TOHATCHI MIDDLE	6	21	60	13	7	8	7	18.1	51.7	11.2	6.0	6.9	6.0
TOHATCHI MIDDLE	7	18	58	18	8	10	4	15.5	50.0	15.5	6.9	8.6	3.4
TOHATCHI MIDDLE	8	23	68	11	5	4	5	19.8	58.6	9.5	4.3	3.4	4.3
TOHATCHI MIDDLE	9	19	67	14	3	8	5	16.4	57.8	12.1	2.6	6.9	4.3
TOHATCHI MIDDLE	10	32	66	10	4	2	2	27.6	56.9	8.6	3.4	1.7	1.7
TSEYI'GAI HIGH	1	9	19	2	0	1	0	29.0	61.3	6.5	0.0	3.2	0.0
TSEYI'GAI HIGH	2	9	18	2	0	2	0	29.0	58.1	6.5	0.0	6.5	0.0
TSEYI'GAI HIGH	3	3	22	0	0	4	2	9.7	71.0	0.0	0.0	12.9	6.5
TSEYI'GAI HIGH	4	11	18	0	0	1	1	35.5	58.1	0.0	0.0	3.2	3.2
TSEYI'GAI HIGH	5	7	20	1	0	3	0	22.6	64.5	3.2	0.0	9.7	0.0
TSEYI'GAI HIGH	6	5	21	0	0	5	0	16.1	67.7	0.0	0.0	16.1	0.0
TSEYI'GAI HIGH	7	8	18	2	0	2	1	25.8	58.1	6.5	0.0	6.5	3.2
TSEYI'GAI HIGH	8	9	17	2	0	2	1	29.0	54.8	6.5	0.0	6.5	3.2

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- 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
TSEYI'GAI HIGH	9	6	22	0	0	1	2	19.4	71.0	0.0	0.0	3.2	6.5
TSEYI'GAI HIGH	10	7	22	1	1	0	0	22.6	71.0	3.2	3.2	0.0	0.0
TWIN LAKES ELEM	1	21	19	0	0	2	0	50.0	45.2	0.0	0.0	4.8	0.0
TWIN LAKES ELEM	2	21	17	2	0	2	0	50.0	40.5	4.8	0.0	4.8	0.0
TWIN LAKES ELEM	3	15	20	3	1	1	2	35.7	47.6	7.1	2.4	2.4	4.8
TWIN LAKES ELEM	4	13	25	1	1	2	0	31.0	59.5	2.4	2.4	4.8	0.0
TWIN LAKES ELEM	5	13	18	2	2	7	0	31.0	42.9	4.8	4.8	16.7	0.0
TWIN LAKES ELEM	6	12	21	3	2	4	0	28.6	50.0	7.1	4.8	9.5	0.0
TWIN LAKES ELEM	7	11	17	4	3	7	0	26.2	40.5	9.5	7.1	16.7	0.0
TWIN LAKES ELEM	8	17	17	5	0	3	0	40.5	40.5	11.9	0.0	7.1	0.0
TWIN LAKES ELEM	9	12	24	1	3	1	1	28.6	57.1	2.4	7.1	2.4	2.4
TWIN LAKES ELEM	10	15	24	1	0	0	2	35.7	57.1	2.4	0.0	0.0	4.8
WASHINGTON ELEM	1	64	101	6	0	1	4	36.4	57.4	3.4	0.0	0.6	2.3
WASHINGTON ELEM	2	34	108	16	4	12	2	19.3	61.4	9.1	2.3	6.8	1.1
WASHINGTON ELEM	3	66	96	6	0	6	2	37.5	54.5	3.4	0.0	3.4	1.1
WASHINGTON ELEM	4	60	96	12	0	3	5	34.1	54.5	6.8	0.0	1.7	2.8
WASHINGTON ELEM	5	46	89	4	0	30	7	26.1	50.6	2.3	0.0	17.0	4.0
WASHINGTON ELEM	6	50	111	4	0	7	4	28.4	63.1	2.3	0.0	4.0	2.3
WASHINGTON ELEM	7	35	96	16	1	18	10	19.9	54.5	9.1	0.6	10.2	5.7
WASHINGTON ELEM	8	77	89	4	0	1	5	43.8	50.6	2.3	0.0	0.6	2.8
WASHINGTON ELEM	9	50	104	8	2	6	6	28.4	59.1	4.5	1.1	3.4	3.4
WASHINGTON ELEM	10	67	93	11	2	1	2	38.1	52.8	6.3	1.1	0.6	1.1

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.

Elementary & Secondary Act 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 STARS 120th day Staff file submission for the 2007-08 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 2007-08, highly qualified teacher report generated on 2/18/2009.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. ESEA 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%).