



## NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Determination: <b>AYP not Met</b>			
District NCLB Determination: <b>AYP Not Met</b>			
	Total Number	Percent	
Schools that Met AYP	13	39	
Schools in School Improvement	1	3	
Schools in Corrective Action	8	24	
Schools in Restructuring	10	30	

### 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:

- Achieve a 95% participation rate on state assessments.
- Reach targets for proficiency or reduce non-proficiency.
- 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, Native American; as well as Economically Disadvantaged (FRLP), Students with Disabilities (Special Ed), and English Language Learners (ELL).

## 2003-2004 STUDENT DEMOGRAPHICS\*

	GALLUP-MCKINLEY COUNTY PUBLIC		STATE WIDE	
	Number	Percent	Number	Percent
Female	6,693	49	156,715	49
Male	6,893	51	166,351	51
Caucasian	1,032	8	105,823	33
African-American	39	0	7,833	2
Hispanic	1,497	11	169,453	52
Asian/Pacific	57	0	3,833	1
Native American	10,961	81	36,124	11
ELL	4,922	36	54,528	17
Special Education	1,986	15	51,111	16
Migrant	0	0	2,382	1
Total	13,586	100	323,066	100

\*Source: ADS 40th day submission to Public Education Department.

## NO CHILD LEFT BEHIND 2004 DISTRICT ACCOUNTABILITY DATA (AYP)

Schools in District	Determination	Sanctions
CHEE DODGE ES	AYP Not Met	Restructuring 1
CHURCH ROCK ES	AYP Not Met	Restructuring 2
CROWNPOINT ES	Meets AYP	CA-delay
CROWNPOINT HS	Meets AYP	None
CROWNPOINT MS	AYP Not Met	None
DAVID SKEET ES	AYP Not Met	Restructuring 2
GALLUP CENTRAL ALT HS	AYP Not Met	SI-1
GALLUP HS	AYP Not Met	None
GALLUP JHS	AYP Not Met	CA
GALLUP MS*	AYP Not Met	None
INDIAN HILLS ES	Meets AYP	None
JEFFERSON ES	Meets AYP	None
JOHN F. KENNEDY MS*	AYP Not Met	Restructuring 2
JUAN DE ONATE ES	AYP Not Met	None
LINCOLN ES	Meets AYP	None
NAVAJO ES	AYP Not Met	Restructuring 1
NAVAJO MS	AYP Not Met	None
NAVAJO PINE HS	AYP Not Met	None
RAMAH ES	AYP Not Met	CA
RAMAH HS	Meets AYP	None
RED ROCK ES	Meets AYP	None
ROCKY VIEW ES	AYP Not Met	Restructuring 1
ROOSEVELT ES	Meets AYP	None
STAGECOACH ES	AYP Not Met	Restructuring 1
THOREAU ES	Meets AYP	None
THOREAU HS	AYP Not Met	CA
THOREAU MS	AYP Not Met	Restructuring 2
TOBE TURBEN ES	AYP Not Met	Restructuring 1
TOHATCHI ES	Meets AYP	CA-delay
TOHATCHI HS	AYP Not Met	Restructuring 1
TOHATCHI MS	Meets AYP	CA-delay
TWIN LAKES ES	Meets AYP	CA-delay
WASHINGTON ES	Meets AYP	CA-delay

\*Feeder school methodology rating. See explanation on last page.

# 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 less than 25 students and is indicated by \*\*\*.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
====> STATE WIDE <====	Reading Proficiency	41	53	71	47	46	68	36	43	31	21
-----DISTRICT WIDE-----	Reading Proficiency	41	38	73	***	52	***	32	33	14	10
CHEE DODGE ES	Reading Proficiency	34	23	***	***	***	***	21	16	7	***
CHURCH ROCK ES	Reading Proficiency	34	20	***	***	***	***	20	15	11	***
CROWNPOINT ES	Reading Proficiency	34	36	***	***	***	***	34	33	38	***
CROWNPOINT HS	Reading Proficiency	44	56	***	***	***	***	52	53	**	***
CROWNPOINT MS	Reading Proficiency	45	40	***	***	***	***	36	39	24	***
DAVID SKEET ES	Reading Proficiency	34	18	***	***	***	***	16	14	12	***
GALLUP CENTRAL ALT HS	Reading Proficiency	44	40	***	***	***	***	36	**	**	***
GALLUP HS	Reading Proficiency	44	40	73	***	52	***	32	31	7	19
GALLUP JHS	Reading Proficiency	45	44	75	***	60	***	37	38	9	2
GALLUP MS	Reading Proficiency	45	44	75	***	60	***	37	38	9	2
INDIAN HILLS ES	Reading Proficiency	34	35	***	***	***	***	26	24	**	***
JEFFERSON ES	Reading Proficiency	34	33	***	***	***	***	30	28	**	***
JOHN F. KENNEDY MS	Reading Proficiency	45	44	75	***	60	***	37	38	9	2
JUAN DE ONATE ES	Reading Proficiency	34	20	***	***	***	***	16	20	**	***
LINCOLN ES	Reading Proficiency	34	33	***	***	***	***	26	28	**	***
NAVAJO ES	Reading Proficiency	34	15	***	***	***	***	15	15	**	***
NAVAJO MS	Reading Proficiency	45	20	***	***	***	***	20	21	14	***
NAVAJO PINE HS	Reading Proficiency	44	20	***	***	***	***	20	21	**	***
RAMAH ES	Reading Proficiency	34	39	***	***	***	***	***	**	**	***
RAMAH HS	Reading Proficiency	45	56	***	***	***	***	41	46	**	***
RED ROCK ES	Reading Proficiency	34	55	64	***	***	***	48	44	**	***
ROCKY VIEW ES	Reading Proficiency	34	19	***	***	***	***	19	20	5	***
ROOSEVELT ES	Reading Proficiency	34	51	***	***	***	***	***	**	**	***
STAGECOACH ES	Reading Proficiency	34	17	***	***	***	***	16	17	6	***
THOREAU ES	Reading Proficiency	34	37	***	***	***	***	33	40	28	***
THOREAU HS	Reading Proficiency	44	37	***	***	***	***	32	32	11	***
THOREAU MS	Reading Proficiency	45	42	***	***	***	***	35	41	13	***
TOBE TURBEN ES	Reading Proficiency	34	45	***	***	***	***	43	42	**	***
TOHATCHI ES	Reading Proficiency	34	25	***	***	***	***	26	22	**	***
TOHATCHI HS	Reading Proficiency	44	36	***	***	***	***	36	36	26	***
TOHATCHI MS	Reading Proficiency	45	48	***	***	***	***	48	47	33	***
TWIN LAKES ES	Reading Proficiency	34	22	***	***	***	***	22	22	**	***

# 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 less than 25 students and is indicated by \*\*\*.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
WASHINGTON ES	Reading Proficiency	34	38	***	***	***	***	38	41	**	***
====> STATE WIDE <====	Math Proficiency	37	50	68	41	42	72	35	41	30	22
-----DISTRICT WIDE-----	Math Proficiency	37	34	67	***	38	***	30	31	20	10
CHEE DODGE ES	Math Proficiency	38	43	***	***	***	***	42	43	44	***
CHURCH ROCK ES	Math Proficiency	38	26	***	***	***	***	26	24	14	***
CROWNPOINT ES	Math Proficiency	38	69	***	***	***	***	68	72	81	***
CROWNPOINT HS	Math Proficiency	35	40	***	***	***	***	36	39	**	***
CROWNPOINT MS	Math Proficiency	37	26	***	***	***	***	24	24	14	***
DAVID SKEET ES	Math Proficiency	38	36	***	***	***	***	32	31	26	***
GALLUP CENTRAL ALT HS	Math Proficiency	35	7	***	***	***	***	8	**	**	***
GALLUP HS	Math Proficiency	35	29	68	***	32	***	22	22	9	13
GALLUP JHS	Math Proficiency	37	30	63	***	38	***	24	25	7	1
GALLUP MS	Math Proficiency	37	30	63	***	38	***	24	25	7	1
INDIAN HILLS ES	Math Proficiency	38	35	***	***	***	***	31	29	**	***
JEFFERSON ES	Math Proficiency	38	40	***	***	***	***	33	36	**	***
JOHN F. KENNEDY MS	Math Proficiency	37	30	63	***	38	***	24	25	7	1
JUAN DE ONATE ES	Math Proficiency	38	30	***	***	***	***	32	30	**	***
LINCOLN ES	Math Proficiency	38	28	***	***	***	***	22	25	**	***
NAVAJO ES	Math Proficiency	38	24	***	***	***	***	24	24	**	***
NAVAJO MS	Math Proficiency	37	20	***	***	***	***	20	21	14	***
NAVAJO PINE HS	Math Proficiency	35	10	***	***	***	***	10	10	**	***
RAMAH ES	Math Proficiency	38	39	***	***	***	***	***	**	**	***
RAMAH HS	Math Proficiency	36	44	***	***	***	***	29	35	**	***
RED ROCK ES	Math Proficiency	38	50	68	***	***	***	33	38	**	***
ROCKY VIEW ES	Math Proficiency	38	27	***	***	***	***	28	24	19	***
ROOSEVELT ES	Math Proficiency	38	54	***	***	***	***	***	**	**	***
STAGECOACH ES	Math Proficiency	38	41	***	***	***	***	45	42	50	***
THOREAU ES	Math Proficiency	38	73	***	***	***	***	72	71	78	***
THOREAU HS	Math Proficiency	35	35	***	***	***	***	35	32	14	***
THOREAU MS	Math Proficiency	37	29	***	***	***	***	24	26	9	***
TOBE TURBEN ES	Math Proficiency	38	64	***	***	***	***	60	63	**	***
TOHATCHI ES	Math Proficiency	38	44	***	***	***	***	43	41	**	***
TOHATCHI HS	Math Proficiency	35	34	***	***	***	***	34	36	33	***
TOHATCHI MS	Math Proficiency	37	33	***	***	***	***	33	35	22	***

# 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 less than 25 students and is indicated by \*\*\*.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
TWIN LAKES ES	Math Proficiency	38	31	***	***	***	***	31	31	**	***
WASHINGTON ES	Math Proficiency	38	59	***	***	***	***	59	63	**	***
====> STATE WIDE <====	Attendance Rate	92	95	96	96	95	97	93	**	94	94
-----DISTRICT WIDE-----	Attendance Rate	92	93	95	***	94	***	93	**	92	92
CHEE DODGE ES	Attendance Rate	92	97	***	***	***	***	97	**	97	***
CHURCH ROCK ES	Attendance Rate	92	93	***	***	***	***	93	**	93	***
CROWNPOINT ES	Attendance Rate	92	93	***	***	***	***	93	**	93	***
CROWNPOINT MS	Attendance Rate	92	89	***	***	***	***	89	**	88	***
DAVID SKEET ES	Attendance Rate	92	93	***	***	***	***	93	**	93	***
GALLUP JHS	Attendance Rate	92	92	94	***	92	***	92	**	91	90
GALLUP MS	Attendance Rate	92	93	95	97	94	85	92	**	91	90
INDIAN HILLS ES	Attendance Rate	92	94	***	***	***	***	94	**	**	***
JEFFERSON ES	Attendance Rate	92	93	***	***	***	***	92	**	**	***
JOHN F. KENNEDY MS	Attendance Rate	92	93	95	91	95	99	93	**	93	91
JUAN DE ONATE ES	Attendance Rate	92	94	***	***	***	***	94	**	**	***
LINCOLN ES	Attendance Rate	92	94	***	***	***	***	94	**	**	***
NAVAJO ES	Attendance Rate	92	93	***	***	***	***	93	**	93	***
NAVAJO MS	Attendance Rate	92	91	***	***	***	***	91	**	91	***
RAMAH ES	Attendance Rate	92	91	***	***	***	***	***	**	**	***
RAMAH HS	Attendance Rate	92	93	***	***	***	***	92	**	**	***
RED ROCK ES	Attendance Rate	92	95	95	***	***	***	95	**	**	***
ROCKY VIEW ES	Attendance Rate	92	94	***	***	***	***	94	**	94	***
ROOSEVELT ES	Attendance Rate	92	95	***	***	***	***	***	**	**	***
STAGECOACH ES	Attendance Rate	92	93	***	***	***	***	93	**	93	***
THOREAU ES	Attendance Rate	92	94	***	***	***	***	94	**	94	***
THOREAU MS	Attendance Rate	92	92	***	***	***	***	92	**	90	***
TOBE TURBEN ES	Attendance Rate	92	91	***	***	***	***	91	**	91	***
TOHATCHI ES	Attendance Rate	92	94	***	***	***	***	94	**	95	***
TOHATCHI MS	Attendance Rate	92	92	***	***	***	***	92	**	92	***
TWIN LAKES ES	Attendance Rate	92	96	***	***	***	***	96	**	96	***
WASHINGTON ES	Attendance Rate	92	94	***	***	***	***	94	**	**	***
====> STATE WIDE <====	Grad Rate	75	89	91	93	89	91	81	**	73	78
-----DISTRICT WIDE-----	Grad Rate	75	80	93	***	82	***	78	**	50	67
CROWNPOINT HS	Grad Rate	75	78	***	***	***	***	78	**	**	***

## 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 less than 25 students and is indicated by \*\*\*.

	Academic Indicator	NCLB Goal	ALL Students	PERCENT OF STUDENTS							
				Caucasian	African-American	Hispanic	Asian/Pacific	Native American	FRLP	ELL	Special Education
GALLUP CENTRAL ALT HS	Grad Rate	75	93	***	***	***	***	***	**	**	***
GALLUP HS	Grad Rate	75	76	92	***	73	***	74	**	61	77
NAVAJO PINE HS	Grad Rate	75	67	***	***	***	***	65	**	**	***
RAMAH HS	Grad Rate	75	88	***	***	***	***	93	**	**	***
THOREAU HS	Grad Rate	75	77	***	***	***	***	75	**	**	***
TOHATCHI HS	Grad Rate	75	87	***	***	***	***	87	**	10	***

# ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 4th and 8th grade by the New Mexico Standards Based Assessment (NMSBA), the SUPERA for Spanish speaking students, and the NM Alternative for Students with Disabilities. These assessment 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 2003-04 school year. The assessments were administered during March 2004 . Results for groups of less than 10 students are not reported and are indicated by \*\*\*. Percents may not add to 100, due to rounding.

## 4TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	453	4	32	36	29	0	Gender	Female	4	38	28	30	0		
	Male	98	457	2	25	34	40	0		Male	5	41	27	27	0		
Ethnicity	Caucasian	100	75	12	49	25	9	4	Ethnicity	Caucasian	19	52	15	12	3		
	African-American	100	5	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	98	94	5	36	39	19	0		Hispanic	6	37	33	23	0		
	Asian/Pacific	100	3	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	100	749	1	25	35	38	1		Native American	3	38	28	31	0		
Status	Special Education	76	96	1	7	16	75	1	Status	Special Education	0	16	16	68	1		
	ELL*	78	376	0	13	36	50	1		ELL*	1	35	29	35	0		
	Low Income	****	724	1	25	34	39	0		Low Income	3	39	26	33	0		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	100	927	3	28	34	34	1	All Students	2003-04	4	39	27	29	0		
	2002-03	****	1,004	2	24	37	38	0		2002-03	3	31	29	36	0		
NM State	2003-04	99	24,286	8	41	31	20	0	NM State	2003-04	12	43	22	22	0		
	2002-03	****	25,186	7	38	30	24	1		2002-03	11	40	23	25	1		

## 8TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	598	6	44	33	17	0	Gender	Female	1	29	27	42	0		
	Male	97	587	3	32	33	32	0		Male	3	27	26	44	0		
Ethnicity	Caucasian	100	89	25	54	10	11	0	Ethnicity	Caucasian	13	51	20	16	0		
	African-American	100	2	***	***	***	***	***		African-American	***	***	***	***	***		
	Hispanic	97	139	6	54	22	17	1		Hispanic	4	36	27	32	1		
	Asian/Pacific	100	4	***	***	***	***	***		Asian/Pacific	***	***	***	***	***		
	Native American	99	969	3	33	36	27	1		Native American	1	24	27	47	1		
Status	Special Education	100	193	2	3	19	75	2	Status	Special Education	1	3	8	87	2		
	ELL*	97	476	1	15	42	41	1		ELL*	0	11	21	67	1		
	Low Income	****	915	3	36	34	27	1		Low Income	1	25	25	47	1		
	Migrant	****	0	***	***	***	***	***		Migrant	***	***	***	***	***		
All Students	2003-04	99	1,203	5	38	32	24	1	All Students	2003-04	2	28	26	43	1		
	2002-03	****	1,078	4	31	34	28	3		2002-03	2	25	26	44	4		
NM State	2003-04	98	25,110	12	44	28	16	1	NM State	2003-04	8	40	22	28	1		
	2002-03	****	25,108	12	39	27	21	1		2002-03	7	38	21	32	1		

\*ELL - English Language Learners

## ASSESSMENTS cont'd

Students in New Mexico schools are assessed in Reading and Mathematics in the 11th grade by the New Mexico Standards High School Standards Assessment (NMHSSA) and the NM Alternative 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 2003-04 school year. The assessments were administered during November 2003 and the information is reported by subgroups.

Results for groups of less than 10 students are not reported and are indicated by \*\*\*. Percents may not add to 100, due to rounding.

### 11TH GRADE

READING		Percent Participating	Number Tested	Percent at Each Proficiency Level					MATHEMATICS		Percent Participating	Number Tested	Percent at Each Proficiency Level				
				Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid					Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	410	10	40	40	10	0	Gender	Female	3	31	52	14	0		
	Male	96	429	7	29	43	21	0	Gender	Male	4	26	52	18	0		
Ethnicity	Caucasian	100	81	35	43	14	5	4	Ethnicity	Caucasian	15	53	25	2	5		
	African-American	100	5	***	***	***	***	***	Ethnicity	African-American	***	***	***	***	***		
	Hispanic	100	96	10	41	35	7	6	Ethnicity	Hispanic	4	25	51	14	6		
	Asian/Pacific	100	5	***	***	***	***	***	Ethnicity	Asian/Pacific	***	***	***	***	***		
	Native American	100	696	4	30	43	17	5	Ethnicity	Native American	2	24	52	17	5		
Status	Special Education	100	139	9	9	26	45	12	Status	Special Education	6	7	37	42	6		
	ELL*	100	247	0	13	45	32	9	Status	ELL*	0	13	51	30	6		
	Low Income	****	528	4	29	43	19	5	Status	Low Income	2	24	52	19	3		
	Migrant	****	0	***	***	***	***	***	Status	Migrant	***	***	***	***	***		
All Students	2003-04	100	887	8	32	39	15	5	All Students	2003-04	3	27	49	15	5		
NM State	2003-04	95	20,246	18	37	30	13	2	NM State	2003-04	10	35	39	13	2		

\*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
Bright, Bill	18
Price, Mavis	19
Sloan, Andreeanne	13
Tempest, Bruce	22
Thompson, Johnny	15

Source: 2003-04 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 monies only for 2003-2004.

	Expenditure	Percent
Direct Instruction	\$42,035,740	58
Instructional Support	\$14,797,797	20
Administration	\$1,434,980	2
Business and Support Services	\$1,135,389	2
Operations/Maintenance of Plant	\$11,571,954	16
Food Services	\$110,508	0
Athletics	\$1,080,719	1
Non-Instructional Student Support	\$172,146	0
Community Services	\$11,713	0
Transportation Services	\$0	0
Capital Outlay	\$0	0
Total	\$72,350,946	100

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

# Teacher Quality Data\*

Percent of Teachers Teaching with Emergency or Provisional Credentials:		STATE WIDE	4 %	DISTRICT	16 %
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers* Spring 2004    Fall 2004	
====> STATE WIDE <====		59	38	71	75
DISTRICT WIDE	****	73	26	65	74
CHEE DODGE ES	25	72	24	72	85
CHURCH ROCK ES	18	89	11	37	78
CROWNPOINT ES	21	81	19	42	94
CROWNPOINT HS	27	67	33	80	69
CROWNPOINT MS	11	91	9	29	48
DAVID SKEET ES	15	87	13	31	75
GALLUP CENTRAL ALT HS	20	60	35	76	83
GALLUP HS	85	64	34	81	81
GALLUP JHS	89	75	21	48	64
GALLUP MS	51	86	14	59	65
INDIAN HILLS ES	22	64	36	78	92
JEFFERSON ES	17	76	18	48	76
JOHN F. KENNEDY MS	46	67	28	62	65
JUAN DE ONATE ES	20	75	20	45	95
LINCOLN ES	20	90	10	94	94
NAVAJO ES	23	57	43	85	77
NAVAJO MS	14	79	21	36	66
NAVAJO PINE HS	16	69	31	81	72
RAMAH ES	11	55	45	90	38
RAMAH HS	18	83	17	79	84
RED ROCK ES	24	71	29	97	98
ROCKY VIEW ES	18	89	11	40	94
ROOSEVELT ES	13	69	23	88	92
STAGECOACH ES	30	87	13	90	93
THOREAU ES	21	76	24	82	92
THOREAU HS	37	70	27	79	82
THOREAU MS	29	72	28	75	75
TOBE TURBEN ES	21	76	19	76	94
TOHATCHI ES	17	53	47	55	82
TOHATCHI HS	33	64	36	61	55
TOHATCHI MS	21	57	38	42	52
TWIN LAKES ES	15	67	27	50	100
WASHINGTON ES	14	71	21	88	85

\* See explanation of data source on last page.

\*\*\* = missing or not available

## Parent Survey on the Quality of Education

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.

	No. of Valid Surveys	PERCENT OF RESPONSES THAT "STRONGLY AGREED" OR "AGREED"									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
STATE WIDE	125,583	85	80	84	82	72	70	69	87	80	88
====> DISTRICT WIDE <====	3,365	81	68	82	78	68	73	69	86	75	90
CHEE DODGE ES	217	86	79	89	88	69	77	74	93	79	94
CHURCH ROCK ES	35	86	66	80	83	77	83	77	91	91	89
CROWNPOINT ES	138	76	48	80	72	56	71	54	87	70	91
CROWNPOINT HS	46	70	65	65	72	59	57	63	78	70	91
CROWNPOINT MS	29	66	34	72	90	41	66	69	79	69	86
DAVID SKEET ES	119	88	82	81	87	71	75	61	92	82	90
GALLUP CENTRAL ALT HS	90	91	82	88	70	72	86	53	87	81	94
GALLUP HS	189	80	76	78	59	69	63	77	79	70	89
GALLUP JHS	257	65	59	77	67	62	66	70	79	66	89
GALLUP MS	257	82	68	84	76	63	80	75	82	70	88
INDIAN HILLS ES	183	93	65	95	92	84	87	77	96	89	97
JEFFERSON ES	12	100	80	75	75	90	83	91	100	91	75
JOHN F. KENNEDY MS	217	80	67	79	75	65	77	78	85	76	91
JUAN DE ONATE ES	65	94	86	91	92	80	78	78	92	89	95
LINCOLN ES	76	89	66	96	88	79	83	80	97	89	88
NAVAJO ES	200	75	95	84	85	83	70	75	85	79	90
NAVAJO PINE HS	12	83	25	75	50	50	50	42	75	75	75
RAMAH ES	110	73	32	85	86	58	61	63	88	80	88
RAMAH HS	110	75	26	76	68	46	66	49	70	62	87
RED ROCK ES	181	92	57	93	91	67	82	62	94	87	92
ROCKY VIEW ES	82	90	91	83	80	82	79	70	82	87	90
STAGECOACH ES	185	86	84	77	78	69	74	68	89	77	94
THOREAU ES	67	73	67	82	75	52	64	63	90	60	82
THOREAU HS	11	45	64	55	55	55	73	82	82	64	64
THOREAU MS	77	71	61	66	75	70	61	65	75	65	92
TOBE TURBEN ES	53	79	83	70	79	55	57	62	89	75	91
TOHATCHI ES	64	81	53	88	88	63	78	48	92	80	92
TOHATCHI HS	106	75	57	64	55	61	65	67	77	60	90
TOHATCHI MS	85	76	86	75	65	64	67	68	71	58	85
TWIN LAKES ES	4	100	100	100	50	50	50	50	100	50	100
WASHINGTON ES	88	91	75	75	91	81	84	72	93	84	92

## 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.

### 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 correctly answer each question or item. 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 2003-04 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from two reports:

For the Spring 2004 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 11/24/2004.

For the Fall 2004 data, it is obtained from the ADS 40th day Highly Qualified Teacher report generated on 1/2/2005.

The PED has taken steps to ensure that free and reduced lunch data will be available and reported correctly on next year's report card.

### Feeder School Methodology

Schools without students enrolled in the grades where standards-based tests were administered in the 2003-04 school year were evaluated based upon the performance of students tested in feeder schools e.g., those schools at the next higher grade level in the district.