

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status, see page 2.

District Grade C

	Total Number	Percent
Schools Rated in District	5	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	1	20.0
Schools in Strategic Status	1	20.0
Schools in Reward Status	0	0.0

Source: PED Accountability Bureau

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

- LEA Demographic Profile
- Accountability
 - Summaries of School Grades
 - Cohort Graduation Rates (4, 5, and 6 Year)
 - Status of Non-Graduates
- Achievement
 - Proficiencies in Reading, Mathematics, and Science
 - NAEP Statewide Summary for Grades 4 and 8
- School Board Member Training
- Budgeted Expenditures
- Teacher Credentials
- Post-Secondary Achievement (College Going, Credit Accumulation)
- Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Agency is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian:	Asian or Pacific Islander
Afr Am:	African American
Amer Indian:	American Indian
Cauc:	Caucasian
ELL:	English Language Learners
ED:	Economically Disadvantaged as determined by eligibility for Free or Reduced Price Lunch Program
SWD:	Students with disabilities; does not include special education students who are gifted
Q1:	The lowest performing 25% (one quarter) of students in reading or mathematics
Q3:	The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%) and least disadvantaged (bottom 25%).

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	1,262	0.4	336,326	100.0
Female	611	48.4	164,089	48.8
Male	651	51.6	172,237	51.2
Caucasian	58	4.6	81,394	24.2
African American	1	0.1	7,600	2.3
Hispanic	1,200	95.1	206,348	61.4
Asian	0	0.0	4,457	1.3
American Indian	2	0.2	35,884	10.7
ED	1,260	99.8	249,348	74.1
SWD	130	10.3	52,927	15.7
ELL	501	39.7	45,669	13.6
Migrant	0	0.0	428	0.1
Recently Arrived	286	22.7	16,801	5.0

Source: LEA 120th-day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2017 represented 685 schools.

School	Overall Grade	School	Overall Grade
Garfield Elementary	D	Hatch Valley Elementary	A **
Hatch Valley High	D	Hatch Valley Middle	B
Rio Grande Elementary	D *		

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	27	73	30	70		
3	State Prior	25	75	30	70		
3	LEA Current	37	63	33	67		
3	LEA Prior	35	65	19	81		
4	State Current	26	74	23	77	40	60
4	State Prior	25	75	23	77	43	57
4	LEA Current	22	78	14	86	20	80
4	LEA Prior	22	78	13	87	70	30
5	State Current	30	70	24	76		
5	State Prior	25	75	26	74		
5	LEA Current	15	85	8	92		
5	LEA Prior	18	82	28	72		
6	State Current	26	74	20	80		
6	State Prior	24	76	20	80		
6	LEA Current	25	75	22	78		
6	LEA Prior	24	76	21	79		
7	State Current	27	73	17	83	45	55
7	State Prior	23	77	18	82	45	55
7	LEA Current	42	58	24	76	38	62
7	LEA Prior	42	58	25	75	58	42
8	State Current	29	71	21	79		
8	State Prior	26	74	20	80		
8	LEA Current	35	65	29	71		
8	LEA Prior	54	46	22	78		
9	State Current	26	74	17	83		
9	State Prior	27	73	18	82		
9	LEA Current	23	77	18	82		
9	LEA Prior	28	72	13	87		
10	State Current	32	68	15	85		
10	State Prior	32	68	13	87		
10	LEA Current	27	73	7	93		
10	LEA Prior	26	74	6	94		
11	State Current	43	57	9	91	35	65
11	State Prior	45	55	10	90	39	61
11	LEA Current	31	69	≤ 5	≥ 95	22	78
11	LEA Prior	41	59	≤ 5	≥ 95	75	25

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

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	37	63	20	80	40	60
All Students	LEA Current	43	57	18	82	27	73
Female	State Current	42	58	20	80	39	61
Female	LEA Current	48	52	21	79	29	71
Male	State Current	32	68	20	80	42	58
Male	LEA Current	37	63	15	85	26	74
Caucasian	State Current	52	48	33	67	61	39
Caucasian	LEA Current	61	39	31	69	62	38
African American	State Current	34	66	15	85	37	63
Hispanic	State Current	33	67	16	84	34	66
Hispanic	LEA Current	42	58	18	82	26	74
Asian	State Current	61	39	50	50	66	34
Asian	LEA Current						
American Indian	State Current	26	74	11	89	22	78
American Indian	LEA Current						
Economically Disadvantaged	State Current	31	69	15	85	32	68
Economically Disadvantaged	LEA Current	43	57	18	82	27	73
Students w Disabilities	State Current	19	81	9	91	18	82
Students w Disabilities	LEA Current	18	82	≤ 5	≥ 95	≤ 10	≥ 90
English Language Learners, Current	State Current	20	80	10	90	16	84
English Language Learners, Current	LEA Current	36	64	11	89	16	84

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Garfield Elementary		54	46	19	81	28	72
Hatch Valley Elementary		83	17				
Hatch Valley High		27	73	9	91	22	78
Hatch Valley Middle		34	66	25	75	38	62
Rio Grande Elementary		26	74	19	81	17	83

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

Source: PED Accountability Bureau

Budgeted Expenditures		
	Amount	Percent
	\$	%
Capital Outlay	\$885,310	5.9
Central Services	\$320,390	2.1
Community Services	\$0	0.0
Debt Service	\$809,880	5.4
Food Services	\$1,058,810	7.0
General Administration	\$359,804	2.4
Instruction	\$7,004,693	46.6
Instruction Support Services	\$366,735	2.4
Operations & Maintenance	\$1,602,251	10.7
Other Support Services	\$0	0.0
School Administration	\$681,288	4.5
Student Support Services	\$1,282,069	8.5
Student Transportation	\$662,261	4.4

School Board Training	
Board Member	Number of Points
Christopher Montez	6
Elva Garay	8
Greg Mitchell	6
Lupe Castillo	6
Paul Dulin	8

Source: NM School Board Association

Graduation - 4-Year Cohort of 2016

These figures represent students who were expected to graduate on time by August 1, 2016, and graduated on time. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	71	76	61	71	81	63	67	62	67
LEA Current	74			75			74		77
Hatch ValLEy High	74			75			75		77

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

Source: PED Accountability Bureau

Graduation - 5-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, and either graduated on time or required one additional year. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	75	79	68	74	84	71	72	68	73
LEA Current	74			73			75		76
Hatch Valley High	74			73			75		76

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

Source: PED Accountability Bureau

Graduation - 6-Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014, and either graduated on time or required up to two additional years. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	79	83	76	78	91	75	75	72	76
LEA Current	76			74			75		74
Hatch Valley High	76			74			75		74

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

Source: PED Accountability Bureau

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

These figures represent students who were expected to graduate on time by August 1, 2016, but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Cohort Graduation Rate Technical Manual on the PED website:

http://ped.state.nm.us/ped/Graduation_guides.html.

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exited with intent to get GED or vocational credential %	Still Enrolled Continued high school enrollment past 4th year %
State Current	<2	16	4	15
LEA Current		15.0		9.0
Hatch Valley High		15.0		

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

Source: PED Accountability Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2015 (College Going) and 2013 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

Eligible Students earning a regular high school diploma.

Enrolled Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.

Credits Earned Students who enrolled and earned one year of college credit within two years of enrollment.

	All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
Hatch Valley Public Schools	Eligible	62		56			62		29
Hatch Valley Public Schools	Enrolled in state	40		36			40		16
Hatch Valley Public Schools	Credits Earned	33		31			33		

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
Hatch Valley High	Eligible	62			56			62		29
Hatch Valley High	Enrolled in state	40			36			40		16
Hatch Valley High	Credits Earned	33			31			33		

Blanks indicate too few students to report (N<10). Source: National Student Clearinghouse

Teacher Credentials		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		0.3	0.0
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	1.8	.7
	Low Poverty Schools	NA	NA

NA= Not applicable; LEA did not have schools that qualified as high or low poverty.

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Garfield Elementary	10	90.0	10.0	3.7
Hatch Valley Elementary	14	64.3	35.7	0.0
Hatch Valley High	25	56.0	44.0	0.0
Hatch Valley Middle	20	50.0	50.0	0.0
Rio Grande Elementary	11	90.9	9.1	0.0

* Does not include Below Bachelors
Blank=no data available or not applicable Source: LEA 120th-day submission to PED

Parent Survey on the Quality of Education											
Q1 My child is safe at school.											
Q2 My child's school building is in good repair and has sufficient space to support quality education.											
Q3 My child's school holds high expectations for academic achievement.											
Q4 School personnel encourage me to participate in my child's education.											
Q5 The school offers adequate access to up-to-date computers and technologies.											
Q6 School staff maintain consistent discipline, which is conducive to learning.											
Q7 My child has an adequate choice of school-sponsored extracurricular activities.											
Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.											
Q9 The school staff employ various instructional methods and strategies to meet my child's needs.											
Q10 My child takes responsibility for his or her learning.											
	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	720	85	87	83	78	78	83	72	86	78	85
Garfield Elementary	114	89	96	82	89	94	90	86	93	83	81
Hatch Valley Elementary	66	95	100	88	92	91	95	67	98	86	94
Hatch Valley High	193	76	70	73	62	59	69	61	69	65	81
Hatch Valley Middle	221	89	89	88	84	77	89	74	90	81	89
Rio Grande Elementary	126	83	96	87	76	85	83	75	90	83	86

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments that annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards-based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation 2015			
	Reading %	Math %	Science %
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

* NAEP does not accommodate students with severe disabilities.

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

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

Rounds to zero