



AYP Summary

HAGERMAN MUNICIPAL SCHOOLS		
Improvement Status: SI-1		
AYP Rating: AYP Not Met		
	Total Number	%
Schools rated in district	3	100
Schools in Improvement	2	66
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

Report Contents

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Definitions and Abbreviations

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English language learner; assessments include students who exited ELL status the first and second years

FRL: Free or Reduced Lunch; qualifies the student as economically disadvantaged

SWD: Students with disabilities; does not include special education students who are gifted

High Poverty Schools: Schools with the most students eligible for FRL (top 25%)

Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)

What is Adequate Yearly Progress (AYP)?

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order 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 states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2009-2010, but that were derived from the achievement of students in the 2008-2009 school year.

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 attendance in elementary and middle schools and graduation for high schools.

Who has to meet AYP?

Subgroups of 25 or more students within each school, district, and the state must meet AYP. The subgroups include Caucasian, African American, Asian/Pacific Islander, Hispanic, American Indian/Alaskan Native, Economically Disadvantaged (FRL), Students with Disabilities (SWD), and English Language Learners (ELL).

Student Demographics				
	HAGERMAN MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	214	49.4	160,866	47.0
Male	219	50.6	169,312	49.5
Caucasian	122	28.2	95,406	27.9
African-American	2	0.5	8,670	2.5
Hispanic	307	70.9	185,147	54.1
Asian/Pacific Islander	1	0.2	4,506	1.3
American Indian	1	0.2	36,449	10.7
English Language Learners	54	12.5	55,866	16.3
Students with Disabilities	89	20.6	45,346	13.3
Free/Reduced Lunch Program	433	100.0	203,946	59.6
Migrant	37	8.5	575	0.2

Source: STARS 40th day submission to Public Education Department.

Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
HAGERMAN ELEMENTARY	Not Met	Progressing	HAGERMAN HIGH	Not Met	SI-1
HAGERMAN MIDDLE	Not Met	SI-1			

AYP by Subgroup

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	56.0	71.0	<>	50.0	<>	<>	56.6	35.3	6.7
Districtwide-Grades 6-8	Reading Proficiency	57	38.9	57.1	<>	31.2	<>	<>	38.9	15.4	14.3
Districtwide-Grade 11	Reading Proficiency	60	32.1	<>	<>	28.0	<>	<>	32.1	<>	<>
HAGERMAN ELEMENTARY	Reading Proficiency	63	56.0	35.5	<>	50.0	<>	<>	56.6	<>	<>
HAGERMAN HIGH	Reading Proficiency	60	32.1	<>	<>	28.0	<>	<>	32.1	<>	<>
HAGERMAN MIDDLE	Reading Proficiency	57	38.9	57.1	<>	31.2	<>	<>	38.9	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	35.0	48.4	<>	29.4	<>	<>	35.4	23.5	6.7
Districtwide-Grades 6-8	Math Proficiency	41	19.5	28.6	<>	15.6	<>	<>	19.5	15.4	9.5
Districtwide-Grade 11	Math Proficiency	46	25.0	<>	<>	20.0	<>	<>	25.0	<>	<>
HAGERMAN ELEMENTARY	Math Proficiency	50	35.0	38.7	<>	29.4	<>	<>	35.4	<>	<>
HAGERMAN HIGH	Math Proficiency	46	25.0	<>	<>	20.0	<>	<>	25.0	<>	<>
HAGERMAN MIDDLE	Math Proficiency	41	19.5	28.6	<>	15.6	<>	<>	19.5	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	97.4	97.4	<>	97.4	<>	97.9	97.4	97.3	97.8
Districtwide-Grades 6-8	Attendance Rate	92	97.4	97.4	94.6	97.4	<>	<>	97.4	97.3	97.8
HAGERMAN ELEMENTARY	Attendance Rate	92	96.6	97.3	<>	96.3	<>	97.9	96.6	96.0	96.3
HAGERMAN MIDDLE	Attendance Rate	92	97.4	97.4	94.6	97.4	<>	<>	97.4	97.3	97.8
All Students	Graduation Rate	52	73.5	69.3	<>	75.8	<>	<>	92.5	<>	<>
HAGERMAN HIGH	Graduation Rate	52	73.5	69.3	<>	75.8	<>	<>	92.5	<>	<>

National Assessment of Educational Progress (NAEP) Statewide Results

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 2009 (reading and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0

8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
	White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

*** Sample size was insufficient to permit a reliable estimate

Rounds to zero

NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

** NAEP does not accommodate students with severe disabilities.
Participation in NAEP is not mandatory.

Assessment Summary by Grade

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2009. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

3rd Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	95	20	5	70	15	5	100	20	0	70	25	5	100	20	5	80	10	5
Male	100	21	4	47	28	19	100	21	0	71	28	0	100	21	9	76	14	0
Caucasian	100	15	6	66	20	6	100	15	0	80	20	0	100	15	6	86	6	0
Black	<>						<>						<>					
Hispanic	96	26	3	53	23	15	100	26	0	65	30	3	100	26	7	73	15	3
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
FRL	97	41	4	58	21	12	100	41	0	70	26	2	100	41	7	78	12	2
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Migrant	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
All 2008-09	97	41	4	58	21	12	100	41	0	70	26	2	100	41	7	78	12	2
All 2007-08	100	24	4	66	20	8	100	24	0	41	50	8	100	24	0	91	8	0
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

4th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	15	0	60	26	13	100	15	0	6	80	13	100	15	0	33	60	6
Male	100	13	15	61	7	15	100	13	0	15	76	7	100	13	0	69	30	0
Caucasian	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	100	21	4	52	23	19	100	21	0	4	80	14	100	21	0	38	57	4
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
FRL	100	28	7	60	17	14	100	28	0	10	78	10	100	28	0	50	46	3
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Migrant	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
All 2008-09	100	28	7	60	17	14	100	28	0	10	78	10	100	28	0	50	46	3
All 2007-08	100	30	10	40	23	26	100	30	3	26	53	16	96	30	0	50	43	3
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

5th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	17	11	11	64	11	100	17	0	0	70	29	100	17	0	11	76	11	
Male	100	14	0	50	21	28	100	14	0	21	42	35	100	14	0	35	42	21	
Caucasian	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	100	21	0	33	47	19	100	21	0	9	66	23	100	21	0	19	61	19	
Asian	<>						<>						<>						
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
ELL	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	
FRL	100	30	6	30	43	20	100	30	0	10	56	33	100	30	0	23	60	16	
SWD	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	
Migrant	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
All 2008-09	100	31	6	29	45	19	100	31	0	9	58	32	100	31	0	22	61	16	
All 2007-08	100	34	11	41	38	8	100	34	2	29	44	23	97	34	0	41	50	5	
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5	
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

6th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	16	6	31	62	0	100	16	0	25	75	0	100	16	0	6	75	18	
Male	100	18	0	16	55	27	94	18	0	5	55	33	100	18	0	11	55	33	
Caucasian	100	11	9	36	36	18	90	11	0	18	54	18	100	11	0	18	54	27	
Black	<>						<>						<>						
Hispanic	100	23	0	17	69	13	100	23	0	13	69	17	100	23	0	4	69	26	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
FRL	100	34	2	23	58	14	97	34	0	14	64	17	100	34	0	8	64	26	
SWD	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	
Migrant	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
All 2008-09	100	34	2	23	58	14	97	34	0	14	64	17	100	34	0	8	64	26	
All 2007-08	100	37	2	24	64	8	100	37	2	5	81	10	100	37	0	27	59	13	
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11	
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	20	5	45	40	10	100	20	5	25	60	10	100	20	0	35	50	15
Male	100	15	0	20	73	6	100	15	0	13	86	0	100	15	0	13	80	6
Caucasian	100	14	0	64	35	0	100	14	7	28	57	7	100	14	0	50	50	0
Black	<>						<>						<>					
Hispanic	100	21	4	14	66	14	100	21	0	14	80	4	100	21	0	9	71	19
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
FRL	100	35	2	34	54	8	100	35	2	20	71	5	100	35	0	25	62	11
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
All 2008-09	100	35	2	34	54	8	100	35	2	20	71	5	100	35	0	25	62	11
All 2007-08	100	42	2	30	45	21	100	42	2	9	76	11	97	42	2	19	59	16
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	22	0	63	31	4	100	22	0	18	72	9	100	22	0	0	77	22
Male	95	22	0	36	40	18	95	22	0	22	68	4	95	22	0	4	77	13
Caucasian	100	10	0	60	20	20	100	10	0	30	60	10	100	10	0	0	90	10
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	96	33	0	48	39	9	96	33	0	18	72	6	96	33	0	3	72	21
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
FRL	97	44	0	50	36	11	97	44	0	20	70	6	97	44	0	2	77	18
SWD	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Migrant	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
All 2008-09	97	44	0	50	36	11	97	44	0	20	70	6	97	44	0	2	77	18
All 2007-08	100	32	0	75	21	3	100	32	0	34	46	18	100	32	0	15	75	9
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

11th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	15	0	20	60	20	100	15	0	13	26	60	100	15	0	13	73	13	
Male	92	13	0	46	23	23	100	13	0	38	38	23	100	13	0	46	46	7	
Caucasian	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	96	25	0	28	44	24	100	25	0	20	32	48	100	25	0	24	64	12	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
FRL	96	28	0	32	42	21	100	28	0	25	32	42	100	28	0	28	60	10	
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
Migrant	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	
All 2008-09	96	28	0	32	42	21	100	28	0	25	32	42	100	28	0	28	60	10	
All 2007-08	96	32	3	62	28	3	100	32	0	18	68	12	100	32	0	28	68	3	
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7	
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6	

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

Budgeted Expenditures		
Includes state general fund operational monies only for 2008-2009		
	Expenditure	%
Direct Instruction	2,439,328	55
Instructional Support Services	1,844,297	42
Students	371,990	8
Instruction	99,042	2
General Administration	240,734	5
School Administration	299,129	7
Central Services	76,777	2
Operations & Maintenance	754,930	17
Student Transportation	0	0
Other	1,695	<1
Non-Instructional Support	54,350	1
Food Services	54,350	1
Community Services	0	0
Capital Outlay	60,000	1
Total Expenditures	4,397,975	

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Participation	
In order to meet the law, Board members must have accumulated five points during the year by attending specific training.	
Member	Points
Chad Hamill	10
Glen Dunnahoo	6
James Hollmann	7
Trey Lilly	5
Wesley Pilley	6
Source: 2008-09 New Mexico School Board Association Annual Report.	

Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials: Statewide: 0.00% District: 0.00%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	2.15%
Low Poverty Schools	1.41%	0.00%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	39	82.1	12.8	2.2
HAGERMAN ELEMENTARY	17	94.1	5.9	0.0
HAGERMAN HIGH	15	66.7	20.0	0.0
HAGERMAN MIDDLE	10	90.0	10.0	5.6

Teacher totals may differ because of district assignments.

NDA = No data available

Parent Survey on the Quality of Education

The Quality of Education Survey is provided annually to all parents statewide. These 10 questions are required by state regulation:

- 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 Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
Districtwide	83	1	38.5	55.4	1.2	1.2	3.6	0
Districtwide	83	2	42.2	54.2	0	1.2	0	2.4
Districtwide	83	3	36.1	51.8	6	0	4.8	1.2
Districtwide	83	4	41	47	4.8	1.2	3.6	2.4
Districtwide	83	5	39.8	53	1.2	1.2	3.6	1.2
Districtwide	83	6	34.9	50.6	4.8	1.2	4.8	3.6
Districtwide	83	7	26.5	41	8.4	3.6	12	8.4
Districtwide	83	8	53	42.2	2.4	0	1.2	1.2
Districtwide	83	9	33.7	53	7.2	1.2	2.4	2.4
Districtwide	83	10	39.8	55.4	2.4	1.2	0	1.2
HAGERMAN ELEMENTARY	51	1	43.1	49	2	2	3.9	0
HAGERMAN ELEMENTARY	51	2	45.1	51	0	2	0	2
HAGERMAN ELEMENTARY	51	3	41.2	45.1	7.8	0	5.9	0
HAGERMAN ELEMENTARY	51	4	51	39.2	7.8	2	0	0
HAGERMAN ELEMENTARY	51	5	47	47	2	0	3.9	0
HAGERMAN ELEMENTARY	51	6	43.1	47	2	0	3.9	3.9
HAGERMAN ELEMENTARY	51	7	27.5	37.2	5.9	2	15.7	11.8

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
HAGERMAN ELEMENTARY	51	8	60.8	35.3	0	0	2	2
HAGERMAN ELEMENTARY	51	9	41.2	47	5.9	0	3.9	2
HAGERMAN ELEMENTARY	51	10	47	49	3.9	0	0	0
HAGERMAN HIGH	32	1	31.2	65.6	0	0	3.1	0
HAGERMAN HIGH	32	2	37.5	59.4	0	0	0	3.1
HAGERMAN HIGH	32	3	28.1	62.5	3.1	0	3.1	3.1
HAGERMAN HIGH	32	4	25	59.4	0	0	9.4	6.2
HAGERMAN HIGH	32	5	28.1	62.5	0	3.1	3.1	3.1
HAGERMAN HIGH	32	6	21.9	56.2	9.4	3.1	6.2	3.1
HAGERMAN HIGH	32	7	25	46.9	12.5	6.2	6.2	3.1
HAGERMAN HIGH	32	8	40.6	53.1	6.2	0	0	0
HAGERMAN HIGH	32	9	21.9	62.5	9.4	3.1	0	3.1
HAGERMAN HIGH	32	10	28.1	65.6	0	3.1	0	3.1
HAGERMAN MIDDLE	***	1						
(blank) = No data available								