



**Adequate Yearly Progress (AYP) Summary**

<b>Hatch Valley Public Schools</b>	
<b>AYP Rating</b>	Not Met
<b>Improvement Status</b>	CA-2
<b>Schools rated in the district</b>	5
<b>Schools in Improvement</b>	1
<b>Schools in Corrective Action</b>	1
<b>Schools in Restructuring</b>	2

Source: NMPED Assessment and Accountability

**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 and 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 2011-2012, but that were derived from the achievement of students in the 2010-2011 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 (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

**Definitions and Abbreviations**

- Am Indian: American Indian or Alaskan Native
- 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

- ED: 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%)
- LEA: Local Education Agency which refers to either a district or a charter school

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

**Student Demographics**

	LEA		State	
	N	%	N	%
All Students	1,357	100	334,700	100
Female	691	51	163,202	49
Male	666	49	171,498	51
Caucasian	103	8	88,508	26
Afr Am	0	0	7,765	2
Hispanic	1,252	92	198,850	59
Asian	0	0	4,463	< 2
Am Indian	2	< 2	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	154	11	47,480	14
ELL	662	49	53,815	16
Recently Arrived *	0	0	40	< 2
ED	1,339	99	228,186	68
Migrant	0	0	452	< 2

Source: LEA's 120th day submission to the NMPED STARS. \* ELL Students new to the U.S. who qualified for exemption from reading assessment.

### Adequate Yearly Progress (AYP) for Schools within LEA

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Garfield Elementary	Not Met	Progressing	Hatch Valley Elementary	Not Met	SI-1
Hatch Valley High	Met	R-1 delay	Hatch Valley Middle	Not Met	R-2
Rio Grande Elementary	Not Met	CA			

Source: NMPED Assessment and Accountability

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 a blank).

### Adequate Yearly Progress (AYP) for Subgroups within LEA

	Academic Indicator	Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
LEA	Reading Proficiency*	75	40	66		38			40	36	12
Garfield Elementary	Reading Proficiency*	77	52			51			52	51	
Hatch Valley Elementary	Reading Proficiency*	77	40			38			40	40	
Hatch Valley High	Reading Proficiency*	75	40	70		36			40	30	
Hatch Valley Middle	Reading Proficiency*	72	39	81		36			39	34	17
Rio Grande Elementary	Reading Proficiency*	77	35	44		35			35	33	5
LEA	Reading Participation	95	99	100		99			99	100	100
Garfield Elementary	Reading Participation	95	100			100			100	100	
Hatch Valley Elementary	Reading Participation	95									
Hatch Valley High	Reading Participation	95	100			100			100	100	
Hatch Valley Middle	Reading Participation	95	100			100			100	100	
Rio Grande Elementary	Reading Participation	95	99			99			99	100	
LEA	Math Proficiency*	66	30	46		28			30	26	6
Garfield Elementary	Math Proficiency*	68	42			42			42	40	
Hatch Valley Elementary	Math Proficiency*	68	18			16			18	18	
Hatch Valley High	Math Proficiency*	66	27	60		23			27	20	
Hatch Valley Middle	Math Proficiency*	63	34	57		32			34	30	6
Rio Grande Elementary	Math Proficiency*	68	18	22		18			18	18	<2
LEA	Math Participation	95	99	100		99			99	99	98
Garfield Elementary	Math Participation	95	100			100			100	100	
Hatch Valley Elementary	Math Participation	95									
Hatch Valley High	Math Participation	95	100			100			100	100	
Hatch Valley Middle	Math Participation	95	99			99			99	99	
Rio Grande Elementary	Math Participation	95	100			100			100	100	
Garfield Elementary	Attendance Rate	92	95			95			95	95	94
Hatch Valley Elementary	Attendance Rate	92	95	94		95			95	95	94
Hatch Valley Middle	Attendance Rate	92	96	94		96			96	96	97

## Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
Rio Grande Elementary	Attendance Rate	92	95	95		95			95	96	94
All Students in Grade 12	Graduation Rate	65	77	87		76			79	73	77
Hatch Valley High	Graduation Rate	65	77	87		76			79	73	77

Source: NMPED Assessment and Accountability; Full Academic Year only;

\* % of students scoring Proficient or Above;

Blank = Too few or no students to report

## Proficiencies by Grade Span for Subgroups - All<sup>1</sup> - within LEA

Academic Indicator		Goal	All	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
		%	%	%	%	%	%	%	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	39	46		39			39	37	12	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	38	82		34			38	33	17	
District Wide-Grades 11	Reading Proficiency*	75	38	64		35			38	31		
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	26	35		26			26	24	12	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	33	59		31			33	29	6	
District Wide-Grades 11	Math Proficiency*	66	28	55		24			28	20		

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;

\* % of students scoring Proficient or Above; Blank = Too few or no students to report

## Expenditures

Expenditure (\$)		%
<b>Direct Instruction</b>	<b>5,630,091</b>	<b>58</b>
<b>Instructional Support</b>	<b>4,150,568</b>	<b>42</b>
Students	954,674	10
Instruction	406,148	4
General Administration	375,007	4
School Administration	443,570	5
Central Services	304,047	3
Operations Maintenance	1,648,425	17
Student Transportation	0	<1
Other	18,697	<1
<b>Non-Instructional Support</b>	<b>0</b>	<b>&lt;1</b>
Food Services	0	<1
Community Services	0	<1
<b>Capital Outlay</b>	<b>0</b>	<b>&lt;1</b>
<b>Total</b>	<b>9,780,659</b>	<b>100</b>

Source: Projected expenditures reported to NMPED School Budget Office.

## School Board Training

Board Member	Number of Points*
Bobby Cordero	6
David Franzoy	9
Greg Mitchell	16
Paul Dulin	15
Steven Bouvet	6

Source: New Mexico School Board Association

\* Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

## State Assessment Results (district results exclude charter schools)

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 2011. 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.

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

3rd Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,771	6	47	25	22	0	100	25,768	4	48	35	13	0							
State Prior	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
LEA Current	99	101	2	45	30	23	1	100	101	1	24	50	25	0							
LEA Prior	100	103	12	51	33	4	0	99	103	16	38	41	5	1	100	103	4	60	36	0	0
Female	100	55	0	51	29	20	0	100	55	2	24	49	25	0							
Male	98	46	4	37	30	26	2	100	46	0	24	52	24	0							
Caucasian		6							6												
Afr Am		0							0						0						
Hispanic	99	94	2	44	31	22	1	100	94	1	22	51	26	0							
Asian		0							0						0						
Am Indian		1							1												
ELL	100	91	2	46	31	21	0	100	91	1	24	49	25	0							
ED	99	101	2	45	30	23	1	100	101	1	24	50	25	0							
SWD	100	11	9	9	18	64	0	100	11	0	9	45	45	0							

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

4th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,808	7	40	40	14	0	100	25,817	9	36	37	19	0	100	25,800	5	42	33	20	0
State Prior	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
LEA Current	100	106	4	28	43	25	0	100	106	2	25	33	40	0	100	106	1	22	36	42	0
LEA Prior	100	95	5	44	40	11	0	100	94	6	26	56	12	0	100	94	0	33	63	4	0
Female	100	51	4	37	39	20	0	100	51	0	37	27	35	0	100	51	0	24	41	35	0
Male	100	55	4	20	47	29	0	100	55	4	15	38	44	0	100	55	2	20	31	47	0
Caucasian	100	12	17	33	50	0	0	100	12	0	42	42	17	0	100	12	0	50	25	25	0
Afr Am		0							0						0						
Hispanic	100	93	2	28	43	27	0	100	93	2	24	32	42	0	100	93	1	18	38	43	0
Asian		0							0						0						
Am Indian		1							1						1						
ELL	100	98	3	28	43	27	0	100	98	2	21	35	42	0	100	98	1	20	36	43	0
ED	100	106	4	28	43	25	0	100	106	2	25	33	40	0	100	106	1	22	36	42	0
SWD	100	15	7	0	47	47	0	100	15	0	13	7	80	0	100	15	0	7	20	73	0

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

5th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,481	9	43	36	12	0	100	25,481	9	33	39	19	0							
State Prior	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
LEA Current	100	93	4	35	47	13	0	100	93	0	27	48	25	0							
LEA Prior	99	109	11	38	41	9	1	98	109	6	27	54	12	2	98	109	0	34	59	6	2
Female	100	44	5	48	34	14	0	100	44	0	30	50	20	0							
Male	100	49	4	24	59	12	0	100	49	0	24	47	29	0							
Caucasian		8							8												
Afr Am		0							0						0						
Hispanic	100	85	4	38	47	12	0	100	85	0	28	51	21	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL	100	78	3	31	54	13	0	100	78	0	24	49	27	0							
ED	100	93	4	35	47	13	0	100	93	0	27	48	25	0							
SWD		6							6												

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

6th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,026	9	39	36	16	0	100	25,019	5	32	41	22	0							
State Prior	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
LEA Current	100	107	4	35	40	21	0	100	107	3	35	43	20	0							
LEA Prior	100	107	1	28	57	14	0	99	107	3	17	62	18	1	100	107	0	15	56	29	0
Female	100	51	4	33	41	22	0	100	51	4	31	45	20	0							
Male	100	56	4	36	39	21	0	100	56	2	38	41	20	0							
Caucasian		9							9												
Afr Am		0							0						0						
Hispanic	100	98	2	32	43	23	0	100	98	3	32	44	21	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL	100	88	3	34	39	24	0	100	88	3	33	42	22	0							
ED	100	107	4	35	40	21	0	100	107	3	35	43	20	0							
SWD		3							3												

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

7th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level			Participating %	Number Tested	% at Each Proficiency Level						
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof			Beginning Step	Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	24,366	6	42	36	16	0	100	24,375	5	33	38	24	0	99	24,362	9	31	35	25	1
State Prior	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
LEA Current	100	105	3	37	37	23	0	99	105	4	24	39	32	1	100	105	6	23	39	32	0
LEA Prior	100	87	3	29	43	25	0	100	87	7	20	53	21	0	100	87	3	29	44	24	0
Female	100	54	4	48	33	15	0	98	54	2	26	43	28	2	100	54	6	26	43	26	0
Male	100	51	2	25	41	31	0	100	51	6	22	35	37	0	100	51	6	20	35	39	0
Caucasian		7							7							7					
Afr Am		0							0							0					
Hispanic	100	98	3	34	39	24	0	99	98	4	21	39	35	1	100	98	4	22	40	34	0
Asian		0							0							0					
Am Indian		0							0							0					
ELL	100	84	2	35	38	25	0	99	84	4	21	37	37	1	100	84	6	20	39	35	0
ED	100	105	3	37	37	23	0	99	105	4	24	39	32	1	100	105	6	23	39	32	0
SWD	100	11	0	27	9	64	0	91	11	0	0	27	64	9	100	11	0	0	55	45	0

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

**Proficiencies for Subgroups - All<sup>1</sup> - within LEA**

8th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level			Participating %	Number Tested	% at Each Proficiency Level						
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof			Beginning Step	Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	24,055	7	47	29	17	0	100	24,058	4	36	43	16	0		1					
State Prior	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
LEA Current	100	86	3	30	38	28	0	100	86	2	33	40	26	0							
LEA Prior	100	85	0	42	45	13	0	100	85	5	18	67	11	0	100	84	0	12	62	26	0
Female	100	40	8	32	38	22	0	100	40	5	30	42	22	0							
Male	100	46	0	28	39	33	0	100	46	0	35	37	28	0							
Caucasian		6							6												
Afr Am		0							0							0					
Hispanic	100	80	2	29	40	29	0	100	80	2	31	40	26	0							
Asian		0							0							0					
Am Indian		0							0							0					
ELL	100	52	2	19	40	38	0	100	52	0	25	46	29	0							
ED	100	86	3	30	38	28	0	100	86	2	33	40	26	0							
SWD		4							4												

Source: NMPED Assessment and Accountability; <sup>1</sup>All students tested – not limited to Full Academic Year;  
Blank = Too few or no students to report

## Proficiencies for Subgroups within LEA

11th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	99	20,737	10	38	38	14	1	99	20,733	6	32	49	12	1	98	20,726	4	35	42	17	2
State Prior	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
LEA Current	100	94	4	34	40	21	0	100	94	4	23	55	17	0	100	94	2	21	48	29	0
LEA Prior	88	90	0	23	40	24	12	93	90	0	6	36	52	7	92	90	0	7	60	26	8
Female	100	59	5	31	41	24	0	100	59	2	22	58	19	0	100	59	0	19	42	39	0
Male	100	35	3	40	40	17	0	100	35	9	26	51	14	0	100	35	6	26	57	11	0
Caucasian	100	11	18	45	18	18	0	100	11	9	45	27	18	0	100	11	0	64	9	27	0
Afr Am		0							0							0					
Hispanic	100	83	2	33	43	22	0	100	83	4	20	59	17	0	100	83	2	16	53	29	0
Asian		0							0							0					
Am Indian		0							0							0					
ELL	100	59	3	27	44	25	0	100	59	3	17	58	22	0	100	59	2	15	46	37	0
ED	100	94	4	34	40	21	0	100	94	4	23	55	17	0	100	94	2	21	48	29	0
SWD		6							6							6					

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year

Blanks = Too few students to report

### Graduation - High School 4-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	26,490	67	12,895	72	13,595	63	7,863	76	616	62	14,394	64	351	84	3,266	60	9,271	61	5,209	66	14,089	61
LEA	101	77	57	71	44	85	10	87			91	76					70	73	20	77	94	79
Hatch Valley High	101	77	57	71	44	85	10	87			91	76					70	73	20	77	94	79

Source: PED Assessment and Accountability. Class of 2010; All students ever enrolled including part time.  
Blanks = Too few or no students to report

### Graduation - High School 5-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	27,290	70	13,270	74	14,020	68	8,440	78	744	68	14,137	67	340	85	3,629	64	9,820	68	5,530	68	13,486	65
LEA	164	68	73	73	91	64	21	85			142	66			1		110	62	22	48	142	70
Hatch Valley High	164	69	73	74	91	65	21	88			142	66			1		110	63	22	48	142	71

Source: PED Assessment and Accountability. Class of 2009; All students ever enrolled including part time.  
Blanks = Too few or no students to report

### Graduation - High School Non-Graduates within LEA

Group	Certificate		Status Unknown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATE	310	<2	5,489	21	1,734	6	1,334	5
LEA								
Hatch Valley High								

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year

### Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	0	0.0
High Poverty Schools	0	<0.1
Low Poverty Schools	N/A	N/A
Garfield Elementary	0	0.0
Hatch Valley Elementary	0	0.0
Hatch Valley High	0	0.0
Hatch Valley Middle	0	0.0
Rio Grande Elementary	0	0.0

Source: LEA's 120th day submission to NMPED;  
Blank = No data available



## Teacher Quality, Level of Education

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
STATE	22,031	56	42
LEA	77	64	36
Garfield Elementary	7	71	29
Hatch Valley Elementary	15	60	40
Hatch Valley High	23	61	39
Hatch Valley Middle	17	65	35
Rio Grande Elementary	15	67	33

Source: LEA's 120th day submission to NMPED  
 Teacher totals may differ because of district assignments

## Quality of Education Survey

**Questions:**

- 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.

Q	Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1 STATE	90,980	36.5	54.3	3.7	1.3	3.2	1.1
2 STATE	91,126	33.0	52.8	7.6	2.6	3.1	0.9
3 STATE	91,050	36.9	52.2	5.5	1.4	3.1	0.9
4 STATE	91,192	35.9	50.8	7.7	2.0	2.1	1.5
5 STATE	91,185	31.0	50.9	6.0	1.9	9.2	1.1
6 STATE	91,109	31.7	53.0	6.8	2.5	4.7	1.2
7 STATE	91,168	25.3	48.5	12.8	3.7	7.7	2.0
8 STATE	91,172	44.5	46.6	5.2	1.7	1.2	0.9
9 STATE	91,082	32.3	53.3	5.9	1.8	5.4	1.3
10 STATE	91,006	38.5	51.3	6.2	1.4	1.4	1.2
1 LEA	875	29.8	54.5	4.3	2.9	4.1	4.3
2 LEA	875	37.3	53.9	2.9	1.7	2.7	1.5
3 LEA	875	24.6	58.1	5.7	1.4	7.1	3.2
4 LEA	875	28.2	55.4	6.5	2.2	4.8	2.9
5 LEA	875	34.3	53.7	3.8	0.7	6.3	1.3
6 LEA	875	27.0	58.2	6.1	1.8	4.7	2.3
7 LEA	875	24.6	50.1	8.6	3.9	8.9	4.0
8 LEA	875	35.4	54.1	4.8	1.3	2.2	2.3
9 LEA	875	26.6	57.0	4.6	2.1	6.4	3.3
10 LEA	875	31.7	54.9	6.3	2.5	2.5	2.2
1 Garfield Elementary	114	31.6	57.9	2.6	1.8	6.1	0.0

Questions:

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- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
2	Garfield Elementary	114	27.2	57.9	7.9	0.9	5.3	0.9
3	Garfield Elementary	114	31.6	57.0	1.8	0.9	7.0	1.8
4	Garfield Elementary	114	33.3	59.6	2.6	0.9	2.6	0.9
5	Garfield Elementary	114	23.7	62.3	2.6	0.9	9.6	0.9
6	Garfield Elementary	114	32.5	59.6	3.5	0.0	2.6	1.8
7	Garfield Elementary	114	22.8	52.6	10.5	2.6	7.9	3.5
8	Garfield Elementary	114	41.2	52.6	0.0	0.9	1.8	3.5
9	Garfield Elementary	114	33.3	62.3	1.8	0.0	1.8	0.9
10	Garfield Elementary	114	26.3	58.8	6.1	3.5	4.4	0.9
1	Hatch Valley Elementary	242	42.1	49.2	2.9	1.2	1.2	3.3
2	Hatch Valley Elementary	242	47.5	48.3	0.0	2.1	2.1	0.0
3	Hatch Valley Elementary	242	30.6	55.0	5.0	1.2	2.9	5.4
4	Hatch Valley Elementary	242	36.4	51.7	3.3	2.9	1.7	4.1
5	Hatch Valley Elementary	242	37.6	51.7	1.2	0.8	6.6	2.1
6	Hatch Valley Elementary	242	32.6	53.7	3.3	2.5	5.0	2.9
7	Hatch Valley Elementary	242	26.4	38.8	9.9	7.9	10.3	6.6
8	Hatch Valley Elementary	242	48.3	46.7	2.5	0.8	0.4	1.2
9	Hatch Valley Elementary	242	32.6	55.4	2.5	2.1	4.1	3.3
10	Hatch Valley Elementary	242	35.5	50.8	7.9	2.5	2.9	0.4
1	Hatch Valley High	188	20.2	59.6	2.7	2.1	1.6	13.8
2	Hatch Valley High	188	32.4	58.5	2.1	2.1	0.0	4.8
3	Hatch Valley High	188	16.0	59.6	10.6	0.5	10.1	3.2
4	Hatch Valley High	188	17.6	51.6	13.3	1.6	13.8	2.1
5	Hatch Valley High	188	45.2	47.9	6.9	0.0	0.0	0.0
6	Hatch Valley High	188	18.1	65.4	10.1	1.1	0.5	4.8
7	Hatch Valley High	188	21.8	62.8	8.0	2.1	1.6	3.7
8	Hatch Valley High	188	20.2	66.0	6.9	0.5	4.3	2.1
9	Hatch Valley High	188	13.8	59.0	11.7	1.6	8.0	5.9
10	Hatch Valley High	188	33.0	52.7	5.3	2.1	1.1	5.9
1	Hatch Valley Middle	160	18.8	55.0	11.9	6.3	7.5	0.6
2	Hatch Valley Middle	160	26.9	60.0	5.6	1.9	4.4	1.3
3	Hatch Valley Middle	160	15.6	63.8	8.1	3.1	8.1	1.3
4	Hatch Valley Middle	160	18.8	60.0	8.8	3.8	3.1	5.6
5	Hatch Valley Middle	160	22.5	59.4	6.3	1.3	9.4	1.3
6	Hatch Valley Middle	160	16.9	55.6	10.6	4.4	11.3	1.3
7	Hatch Valley Middle	160	26.3	55.6	8.8	2.5	5.0	1.9

Questions:

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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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
8	Hatch Valley Middle	160	18.8	58.8	12.5	3.1	2.5	4.4
9	Hatch Valley Middle	160	20.0	58.1	4.4	5.0	9.4	3.1
10	Hatch Valley Middle	160	24.4	63.8	5.6	2.5	2.5	1.3
1	Rio Grande Elementary	171	32.2	53.8	2.3	3.5	6.4	1.8
2	Rio Grande Elementary	171	44.4	48.5	1.8	1.2	3.5	0.6
3	Rio Grande Elementary	171	29.2	56.1	1.8	1.2	8.8	2.9
4	Rio Grande Elementary	171	33.9	57.9	4.1	1.2	2.3	0.6
5	Rio Grande Elementary	171	35.7	52.0	2.3	0.6	7.6	1.8
6	Rio Grande Elementary	171	34.5	57.9	2.9	0.6	4.1	0.0
7	Rio Grande Elementary	171	24.6	45.0	5.8	2.3	19.3	2.9
8	Rio Grande Elementary	171	45.6	48.0	1.8	1.2	2.3	1.2
9	Rio Grande Elementary	171	33.9	52.6	1.8	1.2	8.2	2.3
10	Rio Grande Elementary	171	35.1	52.0	5.8	2.3	2.3	2.3

Source: NMPED online anonymous parent survey  
Blanks = No data available

## Statewide Results for the 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. Assessment year is the most recent available at the time of this report

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)
Nation	7	24	34	34	6	33	43	19	1	32	71	29
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
ED	1	11	31	57	1	16	46	36	0	15	55	45
ELL	#	3	13	84	#	5	36	60	#	2	22	78
SWD	1	4	12	83	#	9	41	50	#	13	43	57
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
Asian	12	27	32	29								
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14

  

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>1</sup> (%)	Below Basic (%)
Nation	2	28	43	26	7	25	39	29	1	29	62	38
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
ED	1	14	43	43	1	10	38	50	0	13	43	57
ELL	#	1	13	87	#	2	18	80	#	1	13	87
SWD	#	4	21	75	#	5	17	77	0	9	23	77
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
Asian												
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Af Amer	1	15	40	44	2	11	42	45				
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19

\* Information at <http://nationsreportcard.gov/>

Basic<sup>1</sup> is most comparable to Proficient on New Mexico's Standards Based Assessment

Blank = Too few or no students to report; # Rounds to zero

## Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

\* Information at <http://nationsreportcard.gov/>

\*\* NAEP does not accommodate students with severe disabilities; participation is not mandatory