

**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 Authority 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 | 1,275 | 100.0 | 335,694 | 100.0 |
| Female | 617 | 48.4 | 164,149 | 48.9 |
| Male | 658 | 51.6 | 171,545 | 51.1 |
| Caucasian | 69 | 5.4 | 82,116 | 24.5 |
| African American | 0 | 0.0 | 7,302 | 2.2 |
| Hispanic | 1,205 | 94.5 | 205,853 | 61.3 |
| Asian | 0 | 0.0 | 4,345 | 1.3 |
| American Indian | 1 | 0.1 | 35,543 | 10.6 |
| Pacific Islander | 0 | 0.0 | 535 | 0.2 |
| Multiracial | 0 | 0.0 | 12 | 0.0 |
| ED | 1,275 | 100.0 | 240,438 | 71.6 |
| SWD | 123 | 9.6 | 49,729 | 14.8 |
| ELL | 505 | 39.6 | 48,275 | 14.4 |
| Migrant | 9 | 0.7 | 329 | 0.1 |
| Recently Arrived | 214 | 16.8 | 14,844 | 4.4 |

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 2016 represented 654 schools.

| School | Overall Grade | School | Overall Grade |
|-----------------------|---------------|-------------------------|---------------|
| Garfield Elementary | D | Hatch Valley Elementary | B ** |
| Hatch Valley High | D | Hatch Valley Middle | A |
| 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 | 25 | 75 | 30 | 70 | | |
| 3 | State Prior | 26 | 74 | 26 | 74 | | |
| 3 | LEA Current | 34 | 66 | 19 | 81 | | |
| 3 | LEA Prior | 32 | 68 | 14 | 86 | | |
| 4 | State Current | 25 | 75 | 23 | 77 | 43 | 57 |
| 4 | State Prior | 24 | 76 | 19 | 81 | 43 | 57 |
| 4 | LEA Current | 26 | 74 | 13 | 87 | 30 | 70 |
| 4 | LEA Prior | 19 | 81 | 25 | 75 | 26 | 74 |
| 5 | State Current | 25 | 75 | 26 | 75 | | |
| 5 | State Prior | 24 | 76 | 21 | 79 | | |
| 5 | LEA Current | 23 | 77 | 28 | 72 | | |
| 5 | LEA Prior | 16 | 84 | 25 | 75 | | |
| 6 | State Current | 24 | 76 | 20 | 80 | | |
| 6 | State Prior | 22 | 78 | 19 | 81 | | |
| 6 | LEA Current | 24 | 77 | 21 | 79 | | |
| 6 | LEA Prior | 10 | 90 | 20 | 80 | | |
| 7 | State Current | 23 | 77 | 18 | 82 | 45 | 55 |
| 7 | State Prior | 21 | 79 | 15 | 85 | 40 | 60 |
| 7 | LEA Current | 43 | 57 | 25 | 75 | 42 | 59 |
| 7 | LEA Prior | 20 | 80 | 18 | 82 | 42 | 58 |
| 8 | State Current | 26 | 74 | 20 | 81 | | |
| 8 | State Prior | 23 | 77 | 17 | 83 | | |
| 8 | LEA Current | 53 | 47 | 22 | 78 | | |
| 8 | LEA Prior | 24 | 76 | 30 | 70 | | |
| 9 | State Current | 27 | 73 | 18 | 82 | | |
| 9 | State Prior | 27 | 73 | 16 | 84 | | |
| 9 | LEA Current | 28 | 72 | 13 | 87 | | |
| 9 | LEA Prior | 10 | 90 | 3 | 97 | | |
| 10 | State Current | 32 | 68 | 14 | 87 | | |
| 10 | State Prior | 31 | 69 | 12 | 88 | | |
| 10 | LEA Current | 25 | 75 | 6 | 94 | | |
| 10 | LEA Prior | 5 | 95 | 6 | 94 | | |
| 11 | State Current | 45 | 55 | 10 | 90 | 39 | 61 |
| 11 | State Prior | 44 | 56 | 10 | 90 | 36 | 64 |
| 11 | LEA Current | 35 | 65 | 4 | 96 | 25 | 75 |
| 11 | LEA Prior | 29 | 71 | 3 | 97 | 20 | 80 |

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

| Achievement - Proficiency Summaries by Subgroup | | Reading | | Mathematics | | Science | |
|--|---------------|----------------|--------------------|--------------------|--------------------|----------------|--------------------|
| | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| All Students | State Current | 28 | 72 | 20 | 80 | 43 | 57 |
| All Students | LEA Current | 32 | 68 | 17 | 83 | 33 | 67 |
| Female | LEA Current | 42 | 58 | 19 | 81 | 28 | 72 |
| Female | State Current | 34 | 66 | 20 | 80 | 41 | 59 |
| Male | State Current | 22 | 78 | 20 | 80 | 44 | 56 |
| Male | LEA Current | 23 | 77 | 15 | 85 | 36 | 64 |
| Caucasian | State Current | 43 | 57 | 33 | 67 | 64 | 36 |
| Caucasian | LEA Current | 64 | 36 | 36 | 64 | 69 | 31 |
| African American | State Current | 24 | 76 | 15 | 85 | 38 | 62 |
| Hispanic | State Current | 23 | 77 | 16 | 84 | 37 | 63 |
| Hispanic | LEA Current | 31 | 69 | 16 | 84 | 30 | 70 |
| Asian | State Current | 55 | 45 | 48 | 52 | 65 | 35 |
| American Indian | State Current | 17 | 83 | 11 | 89 | 22 | 78 |
| Economically Disadvantaged | LEA Current | 32 | 68 | 17 | 83 | 33 | 67 |
| Economically Disadvantaged | State Current | 21 | 79 | 15 | 85 | 34 | 66 |
| Students w Disabilities | State Current | 7 | 93 | 7 | 93 | 16 | 84 |
| Students w Disabilities | LEA Current | 3 | 97 | 5 | 95 | 8 | 92 |
| English Language Learners | State Current | 8 | 92 | 7 | 93 | 11 | 89 |
| English Language Learners | LEA Current | 17 | 83 | 6 | 94 | 13 | 87 |

| Achievement - Proficiency Summaries by School | | Reading | | Mathematics | | Science | |
|--|--|----------------|--------------------|--------------------|--------------------|----------------|--------------------|
| | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| Garfield Elementary | | 26 | 74 | 21 | 79 | 27 | 73 |
| Hatch Valley Elementary | | | | | | | |
| Hatch Valley High | | 29 | 71 | 7 | 93 | 25 | 75 |
| Hatch Valley Middle | | 40 | 60 | 25 | 75 | 42 | 58 |
| Rio Grande Elementary | | 29 | 71 | 19 | 81 | 31 | 69 |

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 | | |
|---|-------------|---------|
| Locally authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes its locally authorized charter schools. | | |
| | Amount | Percent |
| | \$ | % |
| Capital Outlay | \$1,076,153 | 6.8 |
| Central Services | \$283,908 | 1.8 |
| Community Services | \$0 | 0.0 |
| Debt Service | \$762,903 | 4.8 |
| Food Services | \$1,030,750 | 6.5 |
| General Administration | \$325,495 | 2.1 |
| Instruction | \$7,452,295 | 47.1 |
| Instructional Support Services | \$383,325 | 2.4 |
| Operations & Maintenance | \$1,715,504 | 10.8 |
| Other Support Services | \$8,464 | 0.1 |
| School Administration | \$667,972 | 4.2 |
| Student Support Services | \$1,389,395 | 8.8 |
| Student Transportation | \$733,924 | 4.6 |

Source: PED School Budget and Financial Analysis Bureau

| School Board Training | |
|---|------------------|
| School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received. | |
| Board Member | Number of Points |
| Christopher Montez | 16 |
| Elva Garay | 2 |
| Greg Mitchell | 5 |
| Lupe Castillo | 5 |
| Paul Dulin | 8 |

Source: NM School Board Association

Graduation - 4-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, 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 | 68.6 | 73.6 | 61.0 | 67.2 | 78.9 | 62.9 | 63.5 | 59.3 | 64.0 |
| LEA Current | 67.4 | | | 66.9 | | | 68.5 | | 69.7 |
| Hatch Valley High | 67.5 | | | 66.9 | | | 68.7 | | 69.7 |

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

Source: PED Accountability Bureau

Graduation - 5-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 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 | 70.5 | 76.4 | 65.8 | 69.0 | 86.1 | 62.9 | 64.6 | 59.5 | 66.3 |
| LEA Current | 68.9 | | | 68.2 | | | 68.6 | | 70.0 |
| Hatch Valley High | 68.9 | | | 68.2 | | | 68.6 | | 70.0 |

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

Source: PED Accountability Bureau

Graduation - 6-Year Cohort of 2013

These figures represent students who were expected to graduate on time by August 1, 2013, 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 | 71.8 | 78.7 | 69.5 | 69.5 | 87.4 | 65.7 | 66.6 | 62.3 | 67.2 |
| LEA Current | 72.5 | 77.7 | | 72.0 | | | 74.2 | 52.3 | 73.8 |
| Hatch Valley High | 72.6 | 77.7 | | 72.1 | | | 74.3 | 52.9 | 73.9 |

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

Source: PED Accountability Bureau

Graduation - 4-Year Cohort of 2015, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2015, 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 | 29 | 6 | 3 |
| LEA Current | | 27 | | |
| Hatch Valley High | | 27 | | |

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 2014 (College Going) and 2012 (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 |
|-------------------|-------------------|----------------|--------|------------|--------|---------|---------------|------|-------|-------|
| LEA Current | Eligible | 61 | | | 57 | | | 61 | | |
| LEA Current | Enrolled in state | 38 | | | 36 | | | 38 | | |
| LEA Current | Credits Earned | 50 | | | 45 | | | 50 | | 15 |
| Hatch Valley High | Eligible | 61 | | | 57 | | | 61 | | |

| | | All Students N | Cauc N | Afr Amer N | Hisp N | Asian N | Amer Indian N | ED N | SWD N | ELL N |
|-------------------|-------------------|-------------------|--------|---------------|--------|---------|------------------|------|-------|-------|
| Hatch Valley High | Enrolled in state | 38 | | | 36 | | | 38 | | |
| Hatch Valley High | Credits Earned | 50 | | | 45 | | | 50 | | 15 |

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

| Teacher Credentials | | Statewide % | LEA % |
|--|----------------------|-------------|-------|
| Teachers with Emergency or Provisional Credentials | | .3 | .0 |
| Core Classes Not Taught by Highly Qualified Teachers | High Poverty Schools | 3.4 | 1.8 |
| | 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 | 14 | 71.4 | 28.6 | 0.0 |
| Hatch Valley Elementary | 15 | 66.7 | 33.3 | 0.0 |
| Hatch Valley High | 26 | 50.0 | 50.0 | 4.7 |
| Hatch Valley Middle | 20 | 55.0 | 45.0 | 0.0 |
| Rio Grande Elementary | 13 | 76.9 | 23.1 | 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 |
| LEA Current | 669 | 92 | 95 | 91 | 92 | 87 | 93 | 77 | 95 | 92 | 88 |
| Garfield Elementary | 121 | 96 | 94 | 91 | 96 | 91 | 95 | 84 | 96 | 91 | 80 |
| Hatch Valley Elementary | 227 | 94 | 96 | 91 | 95 | 85 | 92 | 66 | 98 | 92 | 91 |
| Hatch Valley High | 8 | 100 | 100 | 100 | 100 | 87 | 100 | 75 | 100 | 100 | 100 |
| Hatch Valley Middle | 189 | 88 | 94 | 90 | 89 | 85 | 91 | 85 | 89 | 91 | 89 |
| Rio Grande Elementary | 124 | 90 | 97 | 93 | 88 | 89 | 92 | 82 | 96 | 92 | 88 |

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