



AYP Summary

HATCH VALLEY PUBLIC SCHOOLS

Improvement Status: CA

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	5	100
Schools in Improvement	2	40
Schools in Corrective Action	1	20
Schools in Restructuring	1	20

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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				
	HATCH VALLEY PUBLIC SCHOOLS		Statewide	
	Number	%	Number	%
Female	689	49.6	160,866	47.0
Male	701	50.4	169,312	49.5
Caucasian	137	9.9	95,406	27.9
African-American	2	0.1	8,670	2.5
Hispanic	1,249	89.9	185,147	54.1
Asian/Pacific Islander	0	0.0	4,506	1.3
American Indian	2	0.1	36,449	10.7
English Language Learners	692	49.8	55,866	16.3
Students with Disabilities	157	11.3	45,346	13.3
Free/Reduced Lunch Program	1,389	99.9	203,946	59.6
Migrant	4	0.3	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
GARFIELD ELEMENTARY	Met	SI-2 delay	HATCH VALLEY ELEM	Not Met	Progressing
HATCH VALLEY HIGH	Not Met	CA	HATCH VALLEY MIDDLE	Not Met	R-1
RIO GRANDE ELEM	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	45.8	70.4	<>	43.6	<>	<>	46.3	39.4	8.3
Districtwide-Grades 6-8	Reading Proficiency	57	34.8	58.6	<>	32.0	<>	<>	34.3	26.8	6.2
Districtwide-Grade 11	Reading Proficiency	60	35.7	<>	<>	34.7	<>	<>	35.7	24.5	0
GARFIELD ELEMENTARY	Reading Proficiency	63	61.8	<>	<>	63.0	<>	<>	61.8	55.2	<>
HATCH VALLEY HIGH	Reading Proficiency	60	35.7	<>	<>	34.7	<>	<>	35.7	24.5	0
HATCH VALLEY MIDDLE	Reading Proficiency	57	34.8	51.7	<>	32.0	<>	<>	34.3	26.8	0
RIO GRANDE ELEM	Reading Proficiency	63	40.6	33.3	<>	36.8	<>	<>	41.1	34.1	<>
Districtwide-Grades 3-5	Math Proficiency	50	36.9	70.4	<>	33.8	<>	<>	37.3	33.0	4.2
Districtwide-Grades 6-8	Math Proficiency	41	24.4	55.2	<>	20.8	<>	<>	24.2	14.7	6.2
Districtwide-Grade 11	Math Proficiency	46	16.7	<>	<>	14.7	<>	<>	16.7	10.2	0
GARFIELD ELEMENTARY	Math Proficiency	50	53.9	<>	<>	54.8	<>	<>	53.9	50.0	<>
HATCH VALLEY HIGH	Math Proficiency	46	16.7	<>	<>	14.7	<>	<>	16.7	10.2	0
HATCH VALLEY MIDDLE	Math Proficiency	41	24.4	48.3	<>	20.8	<>	<>	24.2	14.7	0
RIO GRANDE ELEM	Math Proficiency	50	31.3	37.5	<>	26.4	<>	<>	31.7	27.3	<>
Districtwide-Grades 3-5	Attendance Rate	92	96.4	95.2	96.7	96.6	<>	<>	96.4	96.6	94.4
Districtwide-Grades 6-8	Attendance Rate	92	96.4	95.2	<>	96.6	<>	<>	96.4	96.6	94.4
GARFIELD ELEMENTARY	Attendance Rate	92	95.4	88.4	<>	95.8	<>	<>	95.4	96.0	92.0
HATCH VALLEY MIDDLE	Attendance Rate	92	96.4	95.2	<>	96.6	<>	<>	96.4	96.6	94.4
RIO GRANDE ELEM	Attendance Rate	92	95.0	93.5	96.7	95.2	<>	<>	95.0	95.4	95.2
All Students	Graduation Rate	52	65.0	66.5	<>	64.9	<>	<>	68.1	64.8	59.8
HATCH VALLEY HIGH	Graduation Rate	52	67.8	66.5	<>	67.9	<>	<>	69.9	67.0	69.6

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	30.0
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	100	48	12	45	33	8	100	48	6	54	35	4	100	47	2	65	31	0			
Male	100	53	5	39	39	15	100	53	9	30	52	7	100	53	9	49	39	1			
Caucasian	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>			
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
Hispanic	100	92	7	42	36	13	100	92	7	42	45	4	100	91	3	57	38	1			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	100	76	9	40	40	9	100	76	7	44	43	3	100	76	1	59	38	1			
FRL	100	100	9	43	37	11	100	100	8	42	44	6	100	99	6	57	35	1			
SWD	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>			
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
All 2008-09	100	101	8	42	36	11	100	101	7	41	44	5	100	100	6	57	36	1			
All 2007-08	98	107	11	44	28	13	98	107	5	41	40	11	99	107	8	53	34	2			
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	51	5	45	35	13	100	51	9	25	54	9	100	51	0	33	62	3			
Male	100	59	3	37	37	22	100	59	3	28	57	10	100	59	0	45	42	11			
Caucasian	100	11	27	45	18	9	100	11	18	63	18	0	100	11	0	81	9	9			
Black	<>						<>						<>								
Hispanic	100	99	2	40	38	19	100	99	5	23	60	11	100	99	0	35	56	8			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	100	82	1	37	40	20	100	82	3	24	59	12	100	82	0	35	54	9			
FRL	100	109	4	41	35	18	100	109	6	27	55	10	100	109	0	40	51	8			
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	110	4	40	36	18	100	110	6	27	56	10	100	110	0	40	51	8			
All 2007-08	97	98	5	31	38	22	100	98	3	25	55	16	98	98	1	26	59	12			
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	98	52	7	38	40	11	98	52	3	23	57	13	100	52	0	21	61	17
Male	100	47	10	23	48	17	100	46	4	23	52	19	100	46	2	28	52	17
Caucasian	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	98	91	7	30	46	14	100	90	4	18	58	17	100	90	1	22	57	18
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	98	73	4	24	53	16	100	72	2	15	61	20	100	72	1	15	61	22
FRL	98	98	9	31	43	14	98	97	4	23	54	16	100	97	1	24	56	17
SWD	90	10	0	10	40	40	90	10	0	0	50	40	100	10	0	0	20	80
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
All 2008-09	98	99	9	31	44	14	98	98	4	23	55	16	100	98	1	24	57	17
All 2007-08	100	95	8	25	49	16	100	95	4	24	47	24	100	95	1	25	57	15
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	42	11	21	54	11	100	42	9	26	59	4	100	42	4	23	57	14
Male	100	50	0	28	46	26	100	50	2	24	62	12	100	50	4	26	50	20
Caucasian	100	12	16	25	41	16	100	12	8	41	50	0	100	12	8	58	16	16
Black	<>						<>						<>					
Hispanic	100	80	3	25	51	20	100	80	5	22	62	10	100	80	3	20	58	17
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	63	4	20	55	19	100	63	6	15	68	9	100	63	4	14	61	19
FRL	100	91	5	24	50	19	100	91	5	25	60	8	100	91	4	24	53	17
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	92	5	25	50	19	100	92	5	25	60	8	100	92	4	25	53	17
All 2007-08	100	102	0	23	49	27	100	102	2	21	57	17	100	102	0	24	53	21
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	45	2	28	60	8	100	45	0	17	66	15	100	45	0	24	55	20	
Male	100	45	2	31	44	22	100	45	2	15	46	35	100	45	0	17	51	31	
Caucasian	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	100	84	2	29	51	16	100	84	1	15	57	26	100	84	0	20	52	27	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	100	66	1	25	53	19	100	66	0	10	59	30	100	66	0	16	53	30	
FRL	100	90	2	30	52	15	100	90	1	16	56	25	100	90	0	21	53	25	
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
All 2008-09	100	90	2	30	52	15	100	90	1	16	56	25	100	90	0	21	53	25	
All 2007-08	100	98	3	29	39	27	100	98	1	19	56	23	100	98	0	17	57	25	
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	57	5	38	45	10	100	57	1	29	56	12	98	57	0	7	68	22	
Male	100	40	2	35	35	27	100	40	2	12	60	25	97	40	0	15	55	27	
Caucasian	100	11	18	72	9	0	100	11	0	72	27	0	100	11	0	27	72	0	
Black	<>						<>						<>						
Hispanic	100	86	2	32	45	19	100	86	2	16	61	19	97	86	0	8	61	27	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	100	61	1	26	45	26	100	61	0	11	63	24	96	61	0	4	55	36	
FRL	100	96	4	36	41	17	100	96	2	21	58	17	97	96	0	10	62	25	
SWD	100	11	0	0	18	81	100	11	0	0	27	72	90	11	0	0	18	72	
Migrant	<>						<>						<>						
All 2008-09	100	97	4	37	41	17	100	97	2	22	57	17	97	97	0	10	62	24	
All 2007-08	99	112	0	41	45	11	99	112	0	15	58	24	99	112	0	10	67	20	
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	45	0	35	28	35	97	45	2	13	44	37	97	45	0	11	66	20	
Male	100	39	0	35	48	15	100	39	0	17	43	38	100	39	0	25	71	2	
Caucasian	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	100	75	0	34	38	26	98	75	1	13	42	41	98	75	0	16	70	12	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	100	49	0	24	46	28	97	49	2	8	44	42	97	49	0	8	75	14	
FRL	100	84	0	35	38	26	98	84	1	15	44	38	98	84	0	17	69	11	
SWD	100	12	0	0	25	75	100	12	0	0	16	83	100	12	0	0	58	41	
Migrant	<>						<>						<>						
All 2008-09	100	84	0	35	38	26	98	84	1	15	44	38	98	84	0	17	69	11	
All 2007-08	98	107	2	30	51	13	97	107	4	16	38	37	99	107	1	12	78	6	
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	5,595,211	57
Instructional Support Services	4,254,547	43
Students	1,118,425	11
Instruction	666,890	7
General Administration	311,665	3
School Administration	623,910	6
Central Services	333,911	3
Operations & Maintenance	1,142,371	12
Student Transportation	55,035	1
Other	2,340	<1
Non-Instructional Support	0	0
Food Services	0	0
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	9,849,758	

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
David Franzoy	2
Greg Mitchell	1
Lupe Castillo	4
Scott Adams	5
Steven Bouvet	7

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%	4.36%
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	94	56.4	43.6	0.4
GARFIELD ELEMENTARY	17	70.6	29.4	0.0
HATCH VALLEY ELEM	20	60.0	40.0	5.6
HATCH VALLEY HIGH	30	43.3	56.7	0.0
HATCH VALLEY MIDDLE	19	52.6	47.4	0.0
RIO GRANDE ELEM	15	60.0	40.0	0.0

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	247	1	27.5	54.2	5.7	2.8	9.3	0.4
Districtwide	266	2	43.6	52.6	0.8	0.4	2.3	0.4
Districtwide	252	3	30.9	51.6	5.6	1.2	7.6	3.2
Districtwide	254	4	33.9	49.6	7.5	2	3.1	3.9
Districtwide	255	5	34.5	54.9	1.9	0.4	5.5	2.7
Districtwide	253	6	30.8	55.7	3.6	2.4	5.9	1.6
Districtwide	252	7	24.2	54	9.9	2.4	7.1	2.4
Districtwide	256	8	44.1	45.7	4.7	2	1.6	2
Districtwide	254	9	31.1	51.5	4	1.2	10.2	2
Districtwide	253	10	33.2	51.4	7.5	2	3.1	2.8
GARFIELD ELEMENTARY	11	1	63.6	18.2	9.1	0	9.1	0
GARFIELD ELEMENTARY	11	2	45.5	45.5	0	0	9.1	0
GARFIELD ELEMENTARY	12	3	33.3	41.7	0	0	25	0
GARFIELD ELEMENTARY	11	4	45.5	45.5	9.1	0	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
GARFIELD ELEMENTARY	10	5	50	30	0	0	10	10
GARFIELD ELEMENTARY	12	6	25	50	8.3	0	16.7	0
GARFIELD ELEMENTARY	12	7	25	8.3	50	0	8.3	8.3
GARFIELD ELEMENTARY	12	8	75	16.7	0	0	8.3	0
GARFIELD ELEMENTARY	12	9	50	33.3	0	0	16.7	0
GARFIELD ELEMENTARY	11	10	63.6	27.3	0	0	0	9.1
HATCH VALLEY ELEM	127	1	26	60.6	1.6	2.4	9.4	0
HATCH VALLEY ELEM	146	2	45.9	50.7	0	0.7	2.1	0.7
HATCH VALLEY ELEM	130	3	30	60	3.1	0.8	6.2	0
HATCH VALLEY ELEM	132	4	35.6	55.3	3.8	0	1.5	3.8
HATCH VALLEY ELEM	134	5	36.6	56.7	0.7	0	3.7	2.2
HATCH VALLEY ELEM	133	6	33.8	57.1	0.8	1.5	6	0.8
HATCH VALLEY ELEM	130	7	22.3	56.9	7.7	1.5	9.2	2.3
HATCH VALLEY ELEM	133	8	51.1	44.4	1.5	0	1.5	1.5
HATCH VALLEY ELEM	132	9	31.8	54.5	2.3	0	9.8	1.5
HATCH VALLEY ELEM	131	10	30.5	57.3	4.6	1.5	3.8	2.3
HATCH VALLEY HIGH	81	1	23.5	53.1	7.4	3.7	11.1	1.2
HATCH VALLEY HIGH	81	2	35.8	63	0	0	1.2	0
HATCH VALLEY HIGH	81	3	25.9	48.1	8.6	1.2	7.4	8.6
HATCH VALLEY HIGH	81	4	30.9	45.7	12.3	3.7	3.7	3.7
HATCH VALLEY HIGH	81	5	32.1	59.2	1.2	1.2	3.7	2.5
HATCH VALLEY HIGH	81	6	23.5	56.8	8.6	3.7	3.7	3.7
HATCH VALLEY HIGH	81	7	27.2	63	3.7	1.2	2.5	2.5
HATCH VALLEY HIGH	81	8	22.2	59.2	11.1	3.7	0	3.7
HATCH VALLEY HIGH	81	9	29.6	53.1	4.9	1.2	8.6	2.5
HATCH VALLEY HIGH	81	10	33.3	50.6	11.1	0	1.2	3.7
HATCH VALLEY MIDDLE	2	1	50	0	50	0	0	0
HATCH VALLEY MIDDLE	2	2	50	50	0	0	0	0
HATCH VALLEY MIDDLE	2	3	50	0	0	50	0	0
HATCH VALLEY MIDDLE	2	4	50	0	0	0	0	50
HATCH VALLEY MIDDLE	2	5	50	50	0	0	0	0
HATCH VALLEY MIDDLE	2	6	0	50	0	50	0	0
HATCH VALLEY MIDDLE	2	7	0	50	0	50	0	0
HATCH VALLEY MIDDLE	2	8	50	0	0	50	0	0
HATCH VALLEY MIDDLE	2	9	50	0	0	50	0	0
HATCH VALLEY MIDDLE	2	10	50	50	0	0	0	0
RIO GRANDE ELEM	26	1	30.8	46.2	15.4	3.8	3.8	0
RIO GRANDE ELEM	26	2	53.8	34.6	7.7	0	3.8	0
RIO GRANDE ELEM	27	3	48.1	29.6	11.1	0	7.4	3.7
RIO GRANDE ELEM	28	4	28.6	39.3	10.7	7.1	10.7	3.6
RIO GRANDE ELEM	28	5	25	42.9	10.7	0	17.9	3.6
RIO GRANDE ELEM	25	6	44	48	0	0	8	0
RIO GRANDE ELEM	27	7	25.9	33.3	22.2	7.4	11.1	0
RIO GRANDE ELEM	28	8	60.7	28.6	3.6	3.6	3.6	0
RIO GRANDE ELEM	27	9	22.2	44.4	11.1	3.7	14.8	3.7
RIO GRANDE ELEM	28	10	32.1	35.7	14.3	10.7	7.1	0

(blank) = No data available