

**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
<b>Schools Rated in District</b>	5	100.0
<b>Schools in CSI Status</b>	0	0.0
<b>Schools in TSI Status</b>	2	40.0
<b>Schools in MRI Status</b>	0	0.0

Source: PED Accountability Bureau

**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**

**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

**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, and teacher qualifications. This report is compiled for 89 districts that include traditional public schools, 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

## Actual Expenditures

## Teacher Credentials

**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	1,274	100.0	335,793	100.0
Female	619	48.6	163,876	48.8
Male	655	51.4	171,917	51.2
Caucasian	51	4.0	80,432	24.0
African American	2	0.2	7,739	2.3
Hispanic	1,220	95.8	206,856	61.6
Asian	0	0.0	4,458	1.3
American Indian	1	0.1	35,655	10.6
Pacific Islander	0	0.0	653	0.2
Multiracial	0	0.0	27	0.0
ED	1,268	99.5	250,974	74.7
SWD	112	8.8	54,359	16.2
ELL	523	41.1	50,179	14.9
Migrant	0	0.0	538	0.2
Recently Arrived	523	41.1	50,178	14.9

Source: LEA 120th-day submission to the PED

## Accountability - School Grading and Designation

In addition to earning a letter grade, a school may also earn one of three designations that signify the level of required school support and improvement activities:

- \*\*\* More Rigorous Interventions (MRI): To be identified as in need of More Rigorous Interventions (MRI), schools have earned 5 or 6 "F" grades in a row and are the four most struggling schools in the State.
- \*\* Comprehensive Support and Improvement (CSI): To be identified as in need of Comprehensive Support and Improvement (CSI), the school is in the lowest-performing five percent of Title I schools or is a high school where at least one-third of the students are not graduating on time.
- \* Targeted Support and Improvement (TSI): To be identified as in need of Targeted Support and Improvement (TSI), one or more subgroups of students (for example, race/ethnicity) are performing significantly lower than the rest of the student population.

A school's designation, if applicable, is noted next to its overall letter grade.

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

## Achievement - Proficiency Summaries by Grade

This table shows the school- and LEA-level results of statewide assessments administered during the 2017-2018 school year. These assessments include the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, the New Mexico Alternate Performance Assessment (NMAPA), the Standards Based Assessment (SBA) in Science and Spanish Reading, and the Istation assessment of early literacy skills. In order to protect student privacy, some results have been left blank or reported as a percentage range.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
KN	State Current	62	38				
	State Prior	60	40				
	LEA Current	87	13				
	LEA Prior	81	19				
1	State Current	60	40				
	State Prior	57	43				
	LEA Current	92	8				
	LEA Prior	91	9				
2	State Current	68	32				
	State Prior	66	34				
	LEA Current	81	19				
	LEA Prior	79	21				
3	State Current	30	70	32	68		
	State Prior	27	73	30	70		
	LEA Current	27	73	20	80		
	LEA Prior	37	63	33	67		
4	State Current	30	70	26	74	47	53
	State Prior	26	74	23	77	40	60
	LEA Current	34	66	24	76	39	61
	LEA Prior	22	78	14	86	20	80
5	State Current	31	69	28	72		
	State Prior	30	70	24	76		
	LEA Current	22	78	22	78		

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
5	LEA Prior	15	85	8	92		
6	State Current	29	71	21	79		
6	State Prior	26	74	20	80		
6	LEA Current	29	71	4	96		
6	LEA Prior	25	75	22	78		
7	State Current	30	70	21	79	43	57
7	State Prior	27	73	17	83	45	55
7	LEA Current	57	43	35	65	35	65
7	LEA Prior	42	58	24	76	38	62
8	State Current	30	70	22	78		
8	State Prior	29	71	21	79		
8	LEA Current	37	63	23	77		
8	LEA Prior	35	65	29	71		
9	State Current	29	71	19	81		
9	State Prior	26	74	17	83		
9	LEA Current	22	78	3	97		
9	LEA Prior	23	77	18	82		
10	State Current	33	67	15	85		
10	State Prior	32	68	15	85		
10	LEA Current	23	77	8	92		
10	LEA Prior	27	73	7	93		
11	State Current	42	58	10	90	27	73
11	State Prior	43	57	9	91	35	65
11	LEA Current	36	64	≤ 5	≥ 95	26	74
11	LEA Prior	31	69	≤ 5	≥ 95	22	78

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	39	61	21	79	38	62
All Students	LEA Current	45	55	15	85	32	68
Female	State Current	44	56	21	79	37	63
Female	LEA Current	51	49	17	83	34	66
Male	State Current	34	66	21	79	39	61
Male	LEA Current	39	61	14	86	31	69
Caucasian	State Current	54	46	35	65	60	40
Caucasian	LEA Current	59	41	40	60	64	36
African American	State Current	36	64	16	84	33	67
African American	LEA Current						
Hispanic	State Current	34	66	18	82	33	67
Hispanic	LEA Current	44	56	15	85	31	69
Asian	State Current	62	38	50	50	61	39
American Indian	State Current	29	71	12	88	21	79
American Indian	LEA Current						

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Economically Disadvantaged	State Current	33	67	16	84	31	69
Economically Disadvantaged	LEA Current	45	55	15	85	32	68
Students w Disabilities	State Current	14	86	7	93	14	86
Students w Disabilities	LEA Current	13	87	≤ 5	≥ 95	≤ 10	≥ 90
English Language Learners, Current	State Current	21	79	8	92	13	87
English Language Learners, Current	LEA Current	38	62	7	93	16	84

### Achievement - Proficiency Summaries by School

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Garfield Elementary School		73	27	25	75		
Hatch Valley Elementary School		86	14				
Hatch Valley High School		26	74	4	96	26	74
Hatch Valley Middle School		40	60	20	80	35	65
Rio Grande Elementary School		27	73	22	78	39	61

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

Source: PED Accountability Bureau

### Actual 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	\$1,167,522	7.6
Central Services	\$366,022	2.4
Community Services	\$0	0.0
Debt Service	\$733,001	4.7
Food Services	\$971,472	6.3
General Administration	\$390,907	2.5
Instruction	\$7,143,649	46.3
Instructional Support Services	\$378,903	2.5
Operations & Maintenance	\$1,676,200	10.9
Other Support Services	\$0	0.0
School Administration	\$589,757	3.8
Student Support Services	\$1,315,993	8.5
Student Transportation	\$707,108	4.6

Source: PED School Budget and Financial Analysis Bureau

### School Board Training

School district board members must complete a total of five hours of training annually. The annual training requirement varies for new and continuing state-authorized charter board members, and it must include training in specific topics. Please visit <https://webnew.ped.state.nm.us/bureaus/ac-countability/district-report-cards> for specific requirements.

Board Member	Met Requirement
Christopher Montez	Yes
Elva Garay	Yes
Greg Mitchell	Yes
Lupe Castillo	Yes
Merlinda Hinojos	Yes

Source: NM School Board Association and PED Options for Parents and Families Division

### Graduation - 4-Year Cohort of 2017

These figures represent students who were expected to graduate on time by August 1, 2017, and graduated on time. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	71	76	68	71	85	61	66	62	68
LEA Current	68	89		66			68	44	64
Hatch Valley High School	68	89		66			68	44	64

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

### Graduation - 5-Year Cohort of 2016

These figures represent students who were expected to graduate on time by August 1, 2016, 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 %
Hatch Valley Public Schools									

	%	%	%	%	%	%	%	%	%
State Current	76	80	68	75	87	69	73	70	73
LEA Current	74	68		75			75	75	77
Hatch Valley High School	74	68		75			75	75	77

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

### Graduation - 6-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, and either graduated on time or required 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	77	81	72	76	86	73	74	71	75
LEA Current	74	79		73			75	41	76
Hatch Valley High School	74	79		73			75	41	76

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

### Graduation - 4-Year Cohort of 2017, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2017, 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:

<https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>.

	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	15	4	10
LEA Current	3	13	2	15
Hatch Valley High School	3	13	2	15

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

### Teacher Credentials

	Statewide %	LEA %	
Teachers with Emergency or Provisional Credentials	0.8	0.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	2.6	4.0
	Low Poverty Schools	2.2	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	9	77.8	22.2	13.3
Hatch Valley Elementary	15	73.3	26.7	0.0
Hatch Valley High	22	72.7	27.3	5.7
Hatch Valley Middle	21	47.6	52.4	0.0
Rio Grande Elementary	11	72.7	27.3	4.0

\* Does not include Below Bachelors

Blank=no data available or not applicable

Source: LEA 120th-day submission to PED

### 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			
	Reading %	Math %	Science %
4th Grade ELL	95	95	95
4th Grade SWD*	91	92	93
8th Grade ELL	91	93	96
8th Grade SWD*	90	90	92

\* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2017)				Math (2017)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	5	19	29	46	4	23	42	31	#	24	40	37
Nation	9	27	31	33	8	32	39	21	1	36	39	25

8th Grade	Reading (2017)				Math (2017)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	2	22	41	34	5	16	37	43	1	20	35	45
Nation	4	31	41	25	10	24	36	31	2	31	34	33

# Rounds to zero