



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

HAGERMAN

NO CHILD LEFT BEHIND SUMMARY

HAGERMAN

AYP Rating: Meets AYP

Improvement Status: Progressing

	Total Number	Percent
Schools rated in district	3	100
Schools in School Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act 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 Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

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 the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2006-2007 STUDENT DEMOGRAPHICS*

	HAGERMAN		STATE WIDE	
	Number	Percent	Number	Percent
Female	223	49.6	159155	48.8
Male	227	50.4	167000	51.2
Caucasian	145	32.2	99600	30.5
African-American	0	0.0	8523	2.6
Hispanic	302	67.1	178091	54.6
Asian/Pacific Islander	1	0.2	4246	1.3
American Indian	2	0.4	35679	10.9
English Language Learners	47	10.4	60832	18.7
Students with Disabilities	87	19.3	48634	14.9
Free/Reduced Lunch Program	450	100.0	193840	59.4
Migrant	22	4.9	796	0.2

*Source: STARS 120th day submission to Public Education Department.

NO CHILD LEFT BEHIND**2007-08 STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
HAGERMAN ELEMENTARY	Meets AYP	Progressing	HAGERMAN HIGH	Meets AYP	Progressing
HAGERMAN MIDDLE	Meets AYP	Progressing			

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
All Students in Grades 3, 4 & 5	Reading Proficiency	49	59.5	82.6	***	48.0	***	***	59.5	25.0	35.3	
All students in Grades 6, 7 & 8	Reading Proficiency	42	45.6	47.6	***	45.6	***	***	45.0	26.3	8.3	
All Students in Grades 9 & 11	Reading Proficiency	45	66.1	88.9	***	56.8	***	***	66.1	***	***	
HAGERMAN ELEMENTARY	Reading Proficiency	49	61.0	82.6	***	50.9	***	***	61.0	40.0	45.0	
HAGERMAN HIGH	Reading Proficiency	45	66.1	88.9	***	56.8	***	***	66.1	***	***	
HAGERMAN MIDDLE	Reading Proficiency	42	45.0	45.0	***	45.6	***	***	45.0	26.3	4.4	
All Students in Grades 3, 4 & 5	Math Proficiency	33	54.1	78.3	***	44.0	***	***	54.1	41.7	35.3	
All students in Grades 6, 7 & 8	Math Proficiency	20	25.7	38.1	***	22.8	***	***	25.0	5.3	8.3	
All Students in Grades 9 & 11	Math Proficiency	27	33.9	50.0	***	27.3	***	***	33.9	***	***	
HAGERMAN ELEMENTARY	Math Proficiency	33	54.6	78.3	***	45.3	***	***	54.6	46.7	40.0	
HAGERMAN HIGH	Math Proficiency	27	33.9	50.0	***	27.3	***	***	33.9	***	***	
HAGERMAN MIDDLE	Math Proficiency	20	25.0	35.0	***	22.8	***	***	25.0	5.3	4.4	
All Students in Grades 3, 4 & 5	Attendance Rate	92	96.3	95.9	***	96.4	***	***	96.3	95.8	96.7	
All students in Grades 6, 7 & 8	Attendance Rate	92	93.4	92.1	***	93.9	***	***	93.4	94.5	93.4	
HAGERMAN ELEMENTARY	Attendance Rate	92	96.0	95.8	***	96.0	***	***	96.0	95.2	95.8	
HAGERMAN MIDDLE	Attendance Rate	92	93.4	92.1	***	93.9	***	***	93.4	94.5	93.4	
All Students in Grade 12	Graduation Rate	90	100.0	100.0	***	100.0	***	***	100.0	***	***	
HAGERMAN HIGH	Graduation Rate	90	100.0	100.0	***	100.0	***	***	100.0	***	***	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	14	7	57	36	0	0	100	14	7	43	50	0	0
	Male	***	9	***	***	***	***	***	***	9	***	***	***	***	***
Ethnicity	Caucasian	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	16	6	56	38	0	0	100	16	0	56	44	0	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	ELL ³	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	FRLP	100	23	9	61	30	0	0	100	23	4	52	43	0	0
	Migrant	1.00	3	***	***	***	***	0	1.00	3	***	***	***	***	0
All Students	2006-07	100	23	9	61	30	0	0	100	23	4	52	43	0	0
	2005-06	97	34	0	62	24	12	3	97	34	0	74	21	3	3
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	16	38	25	31	6	0	100	16	0	69	25	6	0
	Male	100	19	21	37	26	16	0	100	18	17	28	50	6	0
Ethnicity	Caucasian	100	11	64	18	9	9	0	100	11	27	45	9	18	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	24	13	38	38	13	0	100	23	0	48	52	0	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	10	10	30	30	30	0	***	9	***	***	***	***	***
	ELL ³	***	8	***	***	***	***	***	***	7	***	***	***	***	***
	FRLP	100	35	29	31	29	11	0	100	34	9	47	38	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	35	29	31	29	11	0	100	34	9	47	38	6	0
	2005-06	100	37	14	38	43	5	0	100	37	11	38	51	0	0
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

¹ includes Alaskan Natives ² SWD - Students with Disabilities ³ ELL - English Language Learners

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	21	14	48	33	5	0	100	21	14	48	38	0	0
	Male	100	14	7	43	43	7	0	100	14	0	36	50	14	0
Ethnicity	Caucasian	100	15	27	53	13	7	0	100	15	20	60	20	0	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	20	0	40	55	5	0	100	20	0	30	60	10	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	ELL ³	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	FRLP	100	35	11	46	37	6	0	100	35	9	43	43	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	35	11	46	37	6	0	100	35	9	43	43	6	0
	2005-06	100	39	10	56	26	8	0	100	39	8	41	44	8	0
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	23	9	30	52	9	0	100	23	4	4	83	9	0
	Male	100	24	0	42	38	21	0	100	24	0	17	58	25	0
Ethnicity	Caucasian	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	38	3	37	45	16	0	100	38	0	13	68	18	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	100	10	0	10	60	30	0	100	10	0	0	50	50	0
	ELL ³	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	FRLP	100	47	4	36	45	15	0	100	47	2	11	70	17	0
	Migrant	1.00	7	***	***	***	***	0	1.00	7	***	***	***	***	0
All Students	2006-07	100	47	4	36	45	15	0	100	47	2	11	70	17	0
	2005-06	100	33	0	39	42	18	0	100	33	3	33	48	15	0
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	19	5	63	32	0	0	100	19	5	37	53	5	0
	Male	100	12	8	25	58	8	0	100	12	0	25	50	25	0
Ethnicity	Caucasian	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	22	9	45	41	5	0	100	22	0	36	50	14	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	ELL ³	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	FRLP	100	31	6	48	42	3	0	100	31	3	32	52	13	0
	Migrant	1.00	2	***	***	***	***	0	1.00	2	***	***	***	***	0
All Students	2006-07	100	31	6	48	42	3	0	100	31	3	32	52	13	0
	2005-06	100	37	0	30	49	22	0	100	37	0	3	46	51	0
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	18	0	39	44	17	0	100	18	0	39	44	17	0
	Male	100	28	0	54	43	4	0	100	28	7	18	46	29	0
Ethnicity	Caucasian	100	13	0	46	46	8	0	100	13	8	31	46	15	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	32	0	50	41	9	0	100	32	3	25	44	28	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
Status	SWD ²	100	13	0	15	62	23	0	100	13	8	15	38	38	0
	ELL ³	100	10	0	40	40	20	0	100	10	0	10	60	30	0
	FRLP	100	44	0	48	43	9	0	100	44	2	25	48	25	0
	Migrant	1.00	5	***	***	***	***	0	1.00	5	***	***	***	***	0
All Students	2006-07	100	46	0	48	43	9	0	100	46	4	26	46	24	0
	2005-06	98	42	0	43	45	10	2	98	42	0	19	50	29	2
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

9TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	18	0	61	33	6	0	100	18	0	39	39	22	0
	Male	100	17	0	76	12	12	0	100	17	0	59	41	0	0
Ethnicity	Caucasian	100	10	1	99	0	0	0	100	10	0	60	40	0	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	25	0	56	32	12	0	100	25	0	44	40	16	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	ELL ³	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	FRLP	100	35	0	69	23	9	0	100	35	0	49	40	11	0
	Migrant	1.00	1	***	***	***	***	0	1.00	1	***	***	***	***	0
All Students	2006-07	100	35	0	69	23	9	0	100	35	0	49	40	11	0
	2005-06	98	42	0	45	38	14	2	98	42	0	24	67	7	2
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	14	7	50	43	0	0	100	14	0	7	71	21	0
	Male	93	15	20	47	20	7	7	100	15	13	13	47	27	0
Ethnicity	Caucasian	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	95	20	5	50	35	5	5	100	20	0	5	65	30	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	ELL ³	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	FRLP	97	29	14	48	31	3	3	100	29	7	10	59	24	0
	Migrant	1.00	2	***	***	***	***	0	1.00	2	***	***	***	***	0
All Students	2006-07	97	29	14	48	31	3	3	100	29	7	10	59	24	0
	2005-06	100	32	9	44	31	16	0	100	32	6	47	41	6	0
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Dunnahoo, Glen	6
Hamill, Chad	6
Hollmann, James	9
Lilly, Trey	6
Pilley, Wesley	8

Source: 2006-07 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	2,119,591	58
Instructional Support Services	1,514,538	41
Students	302,370	20
Instruction	134,939	9
General Administration	187,821	12
School Administration	249,645	16
Central Services	60,208	4
Operations & Maintenance	579,242	38
Student Transportation	312	<1
Non-Instructional Support	31,311	1
Food Services	31,311	100
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	3,665,440	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 0.00%

		Emergency or provisional Credentials.		Core Classes not taught by Highly Qualified Teachers.
Percent of Teachers High Poverty Schools		0.72%		7.8%
Percent of Teachers Low Poverty Schools		0.15%		11.0%
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	44	79.5	18.2	1.3
HAGERMAN ELEMENTARY	19	89.5	10.5	0.0
HAGERMAN HIGH	14	50.0	42.9	2.6
HAGERMAN MIDDLE	11	0.0	.0	0.0

* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

*** = missing or not available

Parent Survey on the Quality of Education Spring 2007

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- 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 %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0	
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7	
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1	
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1	
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1	
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0	
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4	
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4	
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1	
DISTRICT WIDE TOTALS	***	***	***	***	***	***	***	***	***	***	***	***	***	***
HAGERMAN ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
HAGERMAN HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***	***
HAGERMAN MIDDLE	***	***	***	***	***	***	***	***	***	***	***	***	***	***

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD- Students with Disabilities.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequate Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%).