



AYP Summary

CHAMA VALLEY INDEP. SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Met

	Total Number	%
Schools rated in district	5	100
Schools in Improvement	1	20
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

Report Contents

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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				
	CHAMA VALLEY INDEP. SCHOOLS		Statewide	
	Number	%	Number	%
Female	189	46.1	160,866	47.0
Male	221	53.9	169,312	49.5
Caucasian	51	12.4	95,406	27.9
African-American	3	0.7	8,670	2.5
Hispanic	347	84.6	185,147	54.1
Asian/Pacific Islander	0	0.0	4,506	1.3
American Indian	9	2.2	36,449	10.7
English Language Learners	198	48.3	55,866	16.3
Students with Disabilities	66	16.1	45,346	13.3
Free/Reduced Lunch Program	407	99.3	203,946	59.6
Migrant	0	0.0	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
CHAMA ELEMENTARY	Not Met	Progressing	CHAMA MIDDLE	Met	Progressing
ESCALANTE HIGH	Met	SI-2 delay	TIERRA AMARILLA ELEM	Met	Progressing
TIERRA AMARILLA MID	Met	Progressing			

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	56.1	46.2	<>	58.5	<>	<>	56.1	37.5	11.1
Districtwide-Grades 6-8	Reading Proficiency	57	58.3	84.6	<>	55.1	<>	<>	58.3	37.5	0
Districtwide-Grade 11	Reading Proficiency	60	45.2	<>	<>	43.5	<>	<>	45.2	0	<>
CHAMA ELEMENTARY	Reading Proficiency	63	49.0	<>	<>	40.9	<>	<>	49.0	31.2	<>
CHAMA MIDDLE	Reading Proficiency	57	52.6	<>	<>	26.7	<>	<>	52.6	25.0	<>
ESCALANTE HIGH	Reading Proficiency	60	45.2	<>	<>	43.5	<>	<>	45.2	0	<>
TIERRA AMARILLA ELEM	Reading Proficiency	63	63.8	<>	<>	68.4	<>	<>	63.8	33.3	<>
TIERRA AMARILLA MID	Reading Proficiency	57	46.8	<>	<>	40.0	<>	<>	46.8	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	51.0	53.8	<>	51.2	<>	<>	51.0	33.9	27.8
Districtwide-Grades 6-8	Math Proficiency	41	50.0	69.2	<>	47.8	<>	<>	50.0	22.5	0
Districtwide-Grade 11	Math Proficiency	46	32.3	<>	<>	30.4	<>	<>	32.3	18.2	<>
CHAMA ELEMENTARY	Math Proficiency	50	41.2	<>	<>	31.8	<>	<>	41.2	21.9	<>
CHAMA MIDDLE	Math Proficiency	41	36.8	<>	<>	13.3	<>	<>	36.8	8.3	<>
ESCALANTE HIGH	Math Proficiency	46	32.3	<>	<>	30.4	<>	<>	32.3	18.2	<>
TIERRA AMARILLA ELEM	Math Proficiency	50	61.7	<>	<>	63.2	<>	<>	61.7	33.3	<>
TIERRA AMARILLA MID	Math Proficiency	41	48.9	<>	<>	47.5	<>	<>	48.9	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	95.2	93.3	<>	95.5	<>	89.6	95.2	94.2	94.8
Districtwide-Grades 6-8	Attendance Rate	92	95.2	93.3	97.7	95.5	<>	<>	95.2	94.2	94.8
CHAMA ELEMENTARY	Attendance Rate	92	94.9	93.8	<>	95.0	<>	96.1	94.9	94.6	95.4
CHAMA MIDDLE	Attendance Rate	92	94.4	93.2	97.7	94.4	<>	<>	94.4	93.9	93.5
TIERRA AMARILLA ELEM	Attendance Rate	92	95.1	94.0	<>	95.4	<>	<>	95.1	94.6	94.2
TIERRA AMARILLA MID	Attendance Rate	92	95.8	93.3	<>	96.3	<>	<>	95.8	94.5	95.5
All Students	Graduation Rate	52	81.9	<>	<>	79.8	<>	<>	84.0	77.8	59.3
ESCALANTE HIGH	Graduation Rate	52	81.9	<>	<>	79.8	<>	<>	84.0	77.8	59.3

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	18	16	55	11	16	100	18	16	33	44	5	100	18	11	72	16	0			
Male	100	19	0	63	31	5	100	19	15	57	26	0	100	19	21	73	5	0			
Caucasian	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>			
Black	<>						<>						<>								
Hispanic	100	33	9	60	18	12	100	33	15	45	36	3	100	33	15	72	12	0			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	100	24	0	54	29	16	100	24	8	37	50	4	100	24	12	70	16	0			
FRL	100	37	8	59	21	10	100	37	16	45	35	2	100	37	16	72	10	0			
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	37	8	59	21	10	100	37	16	45	35	2	100	37	16	72	10	0			
All 2007-08	100	25	0	60	24	16	100	25	4	44	44	8	100	25	12	76	12	0			
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	12	8	58	25	8	100	12	0	58	41	0	100	12	0	66	25	8			
Male	100	17	5	23	64	5	100	17	11	23	58	5	100	17	0	52	47	0			
Caucasian	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>			
Black	<>						<>						<>								
Hispanic	100	23	4	43	43	8	100	23	8	39	47	4	100	23	0	52	43	4			
Asian	<>						<>						<>								
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>			
ELL	100	12	0	16	66	16	100	12	0	25	66	8	100	12	0	41	50	8			
FRL	100	29	6	37	48	6	100	29	6	37	51	3	100	29	0	58	37	3			
SWD	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	29	6	37	48	6	100	29	6	37	51	3	100	29	0	58	37	3			
All 2007-08	100	33	9	39	33	18	100	33	0	27	66	6	100	33	3	39	57	0			
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	100	14	0	71	28	0	100	14	0	64	28	7	100	14	7	50	42	0
Male	100	18	5	33	50	11	100	18	11	16	55	16	100	18	5	38	50	5
Caucasian	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	100	26	3	50	38	7	100	26	7	34	50	7	100	26	7	38	50	3
Asian	<>						<>						<>					
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
ELL	100	20	0	30	60	10	100	20	5	20	55	20	100	20	0	30	65	5
FRL	100	32	3	50	40	6	100	32	6	37	43	12	100	32	6	43	46	3
SWD	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	32	3	50	40	6	100	32	6	37	43	12	100	32	6	43	46	3
All 2007-08	100	29	17	44	31	6	100	29	17	17	51	13	100	29	3	44	44	6
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	14	14	42	28	14	100	14	14	21	57	7	100	14	7	35	50	7
Male	100	18	5	33	44	16	100	18	16	22	55	5	100	18	16	22	50	11
Caucasian	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	23	8	30	39	21	100	23	17	17	60	4	100	23	13	26	47	13
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	16	0	37	37	25	100	16	6	18	62	12	100	16	0	18	62	18
FRL	100	32	9	37	37	15	100	32	15	21	56	6	100	32	12	28	50	9
SWD	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	32	9	37	37	15	100	32	15	21	56	6	100	32	12	28	50	9
All 2007-08	100	25	0	36	52	12	100	25	4	40	44	12	100	25	8	36	52	4
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	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Male	100	18	11	50	27	11	100	18	11	44	27	16	100	18	0	55	44	0
Caucasian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Black	<>						<>						<>					
Hispanic	100	25	12	44	36	8	100	25	12	36	36	16	100	25	4	44	52	0
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	12	0	25	58	16	100	12	0	16	58	25	100	12	0	33	66	0
FRL	100	26	11	46	34	7	100	26	11	38	34	15	100	26	3	46	50	0
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	26	11	46	34	7	100	26	11	38	34	15	100	26	3	46	50	0
All 2007-08	100	29	13	48	27	10	100	29	10	34	44	10	100	29	3	44	37	13
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	16	18	68	12	0	100	16	31	43	25	0	100	16	0	56	43	0
Male	100	10	0	50	40	10	100	10	0	50	50	0	100	10	0	30	60	10
Caucasian	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	21	14	57	23	4	100	21	19	42	38	0	100	21	0	38	57	4
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	12	8	41	41	8	100	12	0	25	75	0	100	12	0	33	58	8
FRL	100	26	11	61	23	3	100	26	19	46	34	0	100	26	0	46	50	3
SWD	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	26	11	61	23	3	100	26	19	46	34	0	100	26	0	46	50	3
All 2007-08	100	31	3	58	32	6	100	31	0	41	45	12	100	31	0	16	70	12
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	13	0	46	53	0	100	13	7	7	53	30	100	13	0	46	46	7	
Male	94	18	5	38	22	27	100	18	5	38	27	27	100	18	0	38	61	0	
Caucasian	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	100	23	4	39	39	17	100	23	4	26	34	34	100	23	0	39	60	0	
Asian	<>						<>						<>						
Am Ind	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
ELL	100	11	0	0	63	36	100	11	0	18	27	54	100	11	0	27	63	9	
FRL	96	31	3	41	35	16	100	31	6	25	38	29	100	31	0	41	54	3	
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	96	31	3	41	35	16	100	31	6	25	38	29	100	31	0	41	54	3	
All 2007-08	100	35	0	34	48	17	100	35	2	14	48	34	100	35	0	14	80	5	
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	2,637,402	54
Instructional Support Services	2,174,974	45
Students	410,784	8
Instruction	146,770	3
General Administration	497,031	10
School Administration	87,508	2
Central Services	175,899	4
Operations & Maintenance	850,266	17
Student Transportation	3,100	<1
Other	3,616	<1
Non-Instructional Support	66,250	1
Food Services	66,250	1
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	4,878,626	

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
Bill Joe Samora	11
Donald Valdez	26
Ernest Vigil	14
Silvaino Atencio	21
Thomas Rivas	9

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%	0.00%
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	38	39.5	60.5	0.0
CHAMA ELEMENTARY	10	50.0	50.0	0.0
CHAMA MIDDLE	6	33.3	66.7	0.0
ESCALANTE HIGH	14	50.0	50.0	0.0
TIERRA AMARILLA ELEM	9	44.4	55.6	0.0
TIERRA AMARILLA MID	4	25.0	75.0	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 (%)
CHAMA ELEMENTARY	***	1						
CHAMA MIDDLE	***	1						
Districtwide	***	1						
ESCALANTE HIGH	***	1						
TIERRA AMARILLA ELEM	***	1						
TIERRA AMARILLA MID	***	1						

(blank) = No data available