



**Adequate Yearly Progress (AYP) Summary**

CHAMA VALLEY INDEP. SCHOOLS	
<b>AYP Rating</b> Not Met	
<b>Improvement Status</b> Progressing	
<b>Schools rated in the district</b>	5
<b>Schools in Improvement</b>	2
<b>Schools in Corrective Action</b>	0
<b>Schools in Restructuring</b>	0

- Graduation
- Teacher Quality
- Quality of Education Survey (Parent Survey)
- NAEP Assessment Summary for Grades 4 and 8

**Definitions and Abbreviations**

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Amer: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years
- ED: (FRL) 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%)

Source: PED Assessment and Accountability

**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 2010-2011, but that were derived from the achievement of students in the 2009-2010 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 (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

**THIS REPORT INCLUDES:**

- AYP Summary
- Student Demographics
- AYP by Schools
- AYP by Subgroups
- Expenditures
- School Board Member Training
- Assessment Proficiency by Subgroup for Grades 3-8, and 11

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

(Delay = made AYP the first of two years required to leave the designation and to return to Progressing)

<b>Student Demographics</b>				
	CHAMA VALLEY INDEP. SCHOOLS		Statewide	
	N	%	N	%
All Students	404	100	334,324	100
Female	181	44.8	163,140	48.8
Male	223	55.2	171,184	51.2
Caucasian	52	12.9	85,417	25.5
Afr Am	1	0.2	7,026	2.1
Hispanic	344	85.1	200,137	59.9
Asian	0	0.0	4,158	1.2
Am Indian	7	1.7	34,907	10.4
ELL	162	40.1	47,677	14.3
SWD	61	0.2	44,235	0.1
ED	400	99.0	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	0	0.0	0	0.0

Source: District's 40th day submission to the NM Public Education Department (PED) \* ELL Students new to the U.S. who qualified for exemption from Reading assessment

### Adequate Yearly Progress (AYP) for Schools within CHAMA VALLEY INDEP. SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Chama Elementary	Not Met	SI-1	Chama Middle	Met	Progressing
Escalante High	Not Met	SI-2	Tierra Amarilla Elementary	Met	Progressing
Tierra Amarilla Middle	Not Met	Progressing			

Source: PED Assessment and Accountability

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 \*\*\*).

### Adequate Yearly Progress (AYP) for Subgroups with CHAMA VALLEY INDEP. SCHOOLS

	Academic Indicator	Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Chama Valley Independent Schoo	Reading Proficiency*	64	58	60	***	57	***	***	58	28	16	***
Chama Elementary	Reading Proficiency*	67	60	***	***	65	***	***	60	28	***	***
Chama Middle	Reading Proficiency*	61	74	***	***	77	***	***	74	47	***	***
Escalante High	Reading Proficiency*	64	54	***	***	52	***	***	54	***	***	***
Tierra Amarilla Elementary	Reading Proficiency*	67	59	***	***	56	***	***	59	30	***	***
Tierra Amarilla Middle	Reading Proficiency*	61	41	***	***	39	***	***	41	7	< 2	***
Chama Valley Independent Schoo	Reading Participation	64	100			100			100	100		***
Chama Elementary	Reading Participation	67	100						100			***
Chama Middle	Reading Participation	61	100						100			***
Escalante High	Reading Participation	64										
Tierra Amarilla Elementary	Reading Participation	67	100			100			100			***
Tierra Amarilla Middle	Reading Participation	61	100						100			***
Chama Valley Independent Schoo	Math Proficiency*	52	42	40	***	42	***	***	42	17	6	***
Chama Elementary	Math Proficiency*	57	37	***	***	41	***	***	37	< 2	***	***
Chama Middle	Math Proficiency*	48	53	***	***	52	***	***	53	24	***	***
Escalante High	Math Proficiency*	53	26	***	***	24	***	***	26	***	***	***
Tierra Amarilla Elementary	Math Proficiency*	57	55	***	***	54	***	***	55	30	***	***
Tierra Amarilla Middle	Math Proficiency*	48	31	***	***	30	***	***	31	7	< 2	***
Chama Valley Independent Schoo	Math Participation	52	100			100			100	100		***
Chama Elementary	Math Participation	57	100						100			***
Chama Middle	Math Participation	48	100						100			***
Escalante High	Math Participation	53										
Tierra Amarilla Elementary	Math Participation	57	100			100			100			***
Tierra Amarilla Middle	Math Participation	48	100						100			***
Chama Valley Independent Schoo	Attendance Rate	92	95	94	96	95	***	87	95	94	94	***
Chama Elementary	Attendance Rate	92										
Chama Middle	Attendance Rate	92	92	95	***	94	***	92	94	94	94	***

## Adequate Yearly Progress (AYP) for Subgroups with CHAMA VALLEY INDEP. SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
Escalante High	Attendance Rate	92	93	94	***	92	***	93	92	95	89	***
Tierra Amarilla Elementary	Attendance Rate	92										
Tierra Amarilla Middle	Attendance Rate	92										
All Students in Grade 12	Graduation Rate	63	> 98	***	***	> 98	***	***	***	> 98	> 98	***
Escalante High	Graduation Rate	63	> 98	***	***	> 98	***	***	***	> 98	> 98	***

Source: PED Assessment and Accountability

\* % of students scoring Proficient or Above; Full Academic Year only

\*\*\* Too few students to report    Blanks = no data available

## Proficiencies for Subgroups within CHAMA VALLEY INDEP. SCHOOLS

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	59	***	***	59	***	***	59	32	33	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	58	62	***	58	***	***	58	30	6	***
District Wide-Grades 11	Reading Proficiency*	64	50	***	***	47	***	***	50	***	***	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	50	***	***	51	***	***	50	24	25	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	42	54	***	39	***	***	42	18	0	***
District Wide-Grades 11	Math Proficiency*	52	24	***	***	22	***	***	24	***	***	***

Source: PED Assessment and Accountability

\* % of students scoring Proficient or Above; Full Academic Year only

\*\*\* Too few students to report    Blanks = No Data Available

## Expenditures

Expenditure (\$)		%
<b>Direct Instruction</b>	<b>2,577,950</b>	<b>54</b>
<b>Instructional Support</b>	<b>2,049,550</b>	<b>43</b>
Students	301,203	6
Instruction	132,515	2
General Administration	413,394	8
School Administration	83,732	1
Central Services	133,516	2
Operations Maintenance	965,212	20
Student Transportation	19,977	<1
Other	0	<1
<b>Non-Instructional Support</b>	<b>74,853</b>	<b>1</b>
Food Services	74,853	1
Community Services	0	<1
<b>Capital Outlay</b>	<b>0</b>	<b>&lt;1</b>
<b>Total</b>	<b>4,702,353</b>	<b>100</b>

Source: PED Budget Office; general fund operational expenditures only

## School Board Training

Board Member	Number of Points*
Bill Joe Samora	2
David M. Martinez	9
Donald Valdez	26
Thomas Rivas	7
William Russom	11

Source: New Mexico School Board Association

\* Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

### State Assessment Results (district results exclude charter schools)

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternate 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 2010. 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.

Proficiencies for Subgroups within CHAMA VALLEY INDEP. SCHOOLS																					
3rd Grade	READING							MATH							SCIENCE						
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	18	22	44	22	11	0	100	18	11	50	33	6	0	100	18	11	72	17	0	0
Male	100	16	6	56	38	0	0	100	16	12	50	38	0	0	100	16	6	88	6	0	0
Caucasian	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	30	13	53	27	7	0	100	30	10	53	33	3	0	100	30	7	80	13	0	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	18	6	44	39	11	0	100	18	6	39	50	6	0	100	18	0	78	22	0	0
ED	100	34	15	50	29	6	0	100	34	12	50	35	3	0	100	34	9	79	12	0	0
SWD	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	34	15	50	29	6	0	100	34	12	50	35	3	0	100	34	9	79	12	0	0
ALL2008-09	100	37	8	59	21	10	0	100	37	16	45	35	2	0	100	37	16	72	10	0	0
NM2009-10	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
NM2008-09	99	25,222	9	51	23	14	0	99	25,229	8	45	41	3	0	99	25,214	11	70	16	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within CHAMA VALLEY INDEP. SCHOOLS**

4th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	21	14	38	24	24	0	100	21	10	29	48	14	0	100	21	5	43	48	5	0
Male	100	17	6	59	29	6	0	100	17	6	41	47	6	0	100	17	0	71	29	0	0
Caucasian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	36	11	44	28	17	0	100	36	8	33	47	11	0	100	36	3	53	42	3	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	12	0	25	33	42	0	100	12	0	17	58	25	0	100	12	0	42	50	8	0
ED	100	38	11	47	26	16	0	100	38	8	34	47	11	0	100	38	3	55	39	3	0
SWD	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
NM2009-10	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
ALL2009-10	100	38	11	47	26	16	0	100	38	8	34	47	11	0	100	38	3	55	39	3	0
NM2008-09	99	25,138	10	41	32	14	0	99	25,140	8	33	50	7	0	99	25,121	1	50	44	3	0
ALL2008-09	100	29	6	37	48	6	0	100	29	6	37	51	3	0	100	29	0	58	37	3	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within CHAMA VALLEY INDEP. SCHOOLS**

5th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	12	25	42	25	8	0	100	12	0	58	42	0	0	100	12	0	58	42	0	0
Male	100	18	17	28	50	6	0	100	18	11	28	56	6	0	100	18	6	56	33	6	0
Caucasian	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	26	19	35	38	8	0	100	26	8	42	46	4	0	100	26	4	58	35	4	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	11	0	9	73	18	0	100	11	0	0	1	99	0	100	11	0	36	55	9	0
ED	100	30	20	33	40	7	0	100	30	7	40	50	3	0	100	30	3	57	37	3	0
SWD	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	30	20	33	40	7	0	100	30	7	40	50	3	0	100	30	3	57	37	3	0
ALL2008-09	100	32	3	50	40	6	0	100	32	6	37	43	12	0	100	32	6	43	46	3	0
NM2009-10	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
NM2008-09	99	24,494	13	44	33	8	0	99	24,495	9	33	46	9	0	99	24,478	6	46	42	5	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within CHAMA VALLEY INDEP. SCHOOLS**

6th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	14	0	71	21	7	0	100	14	0	50	43	7	0	100	14	0	50	50	0	0
Male	100	18	0	33	50	17	0	100	18	11	6	67	17	0	100	18	0	28	61	11	0
Caucasian	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	26	0	50	35	15	0	100	26	8	19	62	12	0	100	26	0	35	58	8	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ELL	100	13	0	23	54	23	0	100	13	8	0	69	23	0	100	13	0	8	77	15	0
ED	100	32	0	50	38	12	0	100	32	6	25	56	12	0	100	32	0	38	56	6	0
SWD	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	32	0	50	38	12	0	100	32	6	25	56	12	0	100	32	0	38	56	6	0
ALL2008-09	100	32	9	37	37	15	0	100	32	15	21	56	6	0	100	32	12	28	50	9	0
NM2009-10	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
NM2008-09	99	24,097	5	38	44	10	0	99	24,101	6	26	54	10	0	99	24,092	2	31	53	11	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within CHAMA VALLEY INDEP. SCHOOLS**

7th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	14	7	57	21	14	0	100	14	21	14	57	7	0	100	14	7	36	50	7	0
Male	100	16	6	44	38	12	0	100	16	19	19	38	25	0	100	16	19	25	44	12	0
Caucasian	***	7	***	***	***	***	***	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	23	9	43	30	17	0	100	23	22	13	48	17	0	100	23	9	30	48	13	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	13	8	23	38	31	0	100	13	15	8	46	31	0	100	13	8	23	46	23	0
ED	100	30	7	50	30	13	0	100	30	20	17	47	17	0	100	30	13	30	47	10	0
SWD	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	30	7	50	30	13	0	100	30	20	17	47	17	0	100	30	13	30	47	10	0
ALL2008-09	100	26	11	46	34	7	0	100	26	11	38	34	15	0	100	26	3	46	50	0	0
NM2009-10	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
NM2008-09	99	23,696	9	43	37	8	0	99	23,697	8	23	52	15	0	99	23,687	2	33	50	12	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within CHAMA VALLEY INDEP. SCHOOLS**

8th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				Participating (%)	Number Tested	% at Each Proficiency Level					
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step			Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	11	0	64	36	0	0	100	11	9	55	36	0	0	100	11	0	18	82	0	0
Male	100	16	6	69	19	6	0	100	16	19	38	38	6	0	100	16	0	44	56	0	0
Caucasian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	25	4	68	24	4	0	100	25	16	40	40	4	0	100	25	0	28	72	0	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	7	***	***	***	***	***	***	7	***	***	***	***	***	***	7	***	***	***	***	***
ED	100	27	4	67	26	4	0	100	27	15	44	37	4	0	100	27	0	33	67	0	0
SWD	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	27	4	67	26	4	0	100	27	15	44	37	4	0	100	27	0	33	67	0	0
ALL2008-09	100	26	11	61	23	3	0	100	26	19	46	34	0	0	100	26	0	46	50	3	0
NM2009-10	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
NM2008-09	99	23,969	8	53	28	8	0	99	23,965	7	35	49	7	0	99	23,959	0	26	57	14	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Proficiencies for Subgroups within CHAMA VALLEY INDEP. SCHOOLS**

11th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				Participating (%)	Number Tested	% at Each Proficiency Level					
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step			Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	13	8	69	23	0	0	100	13	8	23	46	23	0	100	13	0	31	69	0	0
Male	100	25	4	32	56	8	0	100	25	8	12	52	28	0	100	25	4	20	68	8	0
Caucasian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Hispanic	100	36	6	42	47	6	0	100	36	8	14	50	28	0	100	36	3	22	69	6	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
ED	100	38	5	45	45	5	0	100	38	8	16	50	26	0	100	38	3	24	68	5	0
SWD	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	38	5	45	45	5	0	100	38	8	16	50	26	0	100	38	3	24	68	5	0
ALL2008-09	96	31	3	41	35	16	3	100	31	6	25	38	29	0	100	31	0	41	54	3	0
NM2009-10	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
NM2008-09	98	20,191	5	45	36	10	1	98	20,181	8	25	37	26	1	97	20,178	1	31	56	7	2

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year  
Blanks = no data available; \*\*\* Too few students to report

**Graduation - High School 4-Year Cohort Graduation CHAMA VALLEY INDEP. SCHOOLS**

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549	63
Chama Valley Independent S	38	>98	20	>98	18	>98	3	***	***	***	33	>98	***	***	2	***	36	>98	11	>98	32	>98
Escalante High	38	>98	20	>98	18	>98	3	***	***	***	33	>98	***	***	2	***	36	>98	11	>98	32	>98

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.  
 \*\*\* Too few students to report

**Graduation - High School 5-Year Cohort Graduation CHAMA VALLEY INDEP. SCHOOLS**

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%
STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820	68
Chama Valley Independent S	38	97	20	>98	18	94	3	***	***	***	33	>98	***	***	2	***	36	97	11	>98	32	>98
Escalante High	38	97	20	>98	18	94	3	***	***	***	33	>98	***	***	2	***	36	97	11	>98	32	>98

Source: PED Assessment and Accountability. Class of 2008; all students ever enrolled including part time.  
 \*\*\* Too few students to report

**Graduation - High School Non-Graduates CHAMA VALLEY INDEP. SCHOOLS**

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Chama Valley Independent Schools	0	0	0	0	0	0	0	0
Escalante High	0	0	0	0	0	0	0	0

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.  
 Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year  
 \*\*\* Too few students to report

**Teacher Quality, Credentials**

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers
Statewide	0	0.5
Chama Valley Independent Schools	0	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
Chama Elementary	0	0.0
Chama Middle	0	0.0
Escalante High	0	0.0
Tierra Amarilla Elementary	0	0.0
Tierra Amarilla Middle	0	0.0

Source: District's 120th day submission to PED  
 Blanks = No Data Available



## Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Statewide	22428	57	42
Chama Valley Independent Schools	37	38	62
Chama Elementary	9	56	44
Chama Middle	6	33	67
Escalante High	15	40	60
Tierra Amarilla Elementary	8	50	50
Tierra Amarilla Middle	7	57	43

Source: District's 120th day submission to PED  
 Teacher totals may differ because of district assignments

## Quality of Education Survey

### Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1	Statewide	40167	34.9	52.0	4.8	1.8	3.6	2.9
2	Statewide	40192	32.7	50.3	8.3	3.2	3.8	1.8
3	Statewide	40172	35.7	50.6	5.6	2.0	3.8	2.3
4	Statewide	40145	36.0	48.7	7.3	2.6	2.2	3.2
5	Statewide	40169	30.5	48.8	6.3	2.6	9.4	2.4
6	Statewide	40215	31.6	50.3	7.3	3.3	5.0	2.6
7	Statewide	40135	26.2	47.7	11.8	3.4	7.2	3.8
8	Statewide	40160	43.1	45.9	5.3	2.0	1.9	1.8
9	Statewide	40079	33.2	50.1	6.4	2.3	5.6	2.5
10	Statewide	40162	37.5	50.6	6.0	1.8	1.6	2.6
	Chama Valley Independent Schools							
	Chama Elementary							
	Chama Middle							
	Escalante High							
	Tierra Amarilla Elementary							
	Tierra Amarilla Middle							

Source: NMPED online anonymous parent survey  
 Blanks = No Data Available

## Statewide Results for the National Assessment of Educational Progress (NAEP)

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, mathematics and science.

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Asian	12	27	32	29	***	***	***	***	***	***	***	***
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
SWD	1	4	12	83	#	9	41	50	#	13	43	57
ELL	#	3	13	84	#	5	36	60	#	2	22	78
ED	1	11	31	57	1	16	46	36	0	15	55	45
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
Nation	7	24	34	34	6	33	43	19	1	32	71	29

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic <sup>2</sup> (%)	Below Basic (%)
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19
Af Amer	1	15	40	44	2	11	42	45	***	***	***	***
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
SWD	#	4	21	75	#	5	17	77	0	9	23	77
ELL	#	1	13	87	#	2	18	80	#	1	13	87
ED	1	14	43	43	1	10	38	50	0	13	43	57
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
Nation	2	28	43	26	7	25	39	29	1	29	62	38

Source: <http://nationsreportcard.gov/>

Basic<sup>2</sup> is most comparable to Proficient on New Mexico's Standards Based Assessment

\*\*\* Too few students to report # Rounds to zero

## Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

Source: <http://Nationsreportcard.gov/>

\*\* NAEP does not accommodate students with severe disabilities; participation is not mandatory