



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

Printed: 10/14/2008

CHAMA

NO CHILD LEFT BEHIND SUMMARY

CHAMA

AYP Rating: Meets AYP

Improvement Status: Progressing

	Total Number	Percent
Schools rated in district	5	100
Schools in School Improvement	2	40
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*

	CHAMA		STATE WIDE	
	Number	Percent	Number	Percent
Female	206	45.2	159155	48.8
Male	250	54.8	167000	51.2
Caucasian	57	12.5	99600	30.5
African-American	2	0.4	8523	2.6
Hispanic	386	84.6	178091	54.6
Asian/Pacific Islander	0	0.0	4246	1.3
American Indian	11	2.4	35679	10.9
English Language Learners	232	50.9	60832	18.7
Students with Disabilities	91	20.0	48634	14.9
Free/Reduced Lunch Program	452	99.1	193840	59.4
Migrant	0	0.0	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
CHAMA ELEMENTARY	Meets AYP	Progressing	CHAMA MIDDLE	Meets AYP	Progressing
ESCALANTE HIGH	AYP Not Met	SI-1	TIERRA AMARILLA ELEM	Meets AYP	Progressing
TIERRA AMARILLA MID	Meets AYP	SI-1 delay			

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								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
All Students in Grades 3, 4 & 5	Reading Proficiency	49	57.0	63.6	***	55.2	***	***	57.0	33.3	<1.0
All students in Grades 6, 7 & 8	Reading Proficiency	42	53.9	***	***	50.6	***	***	53.9	31.4	15.8
All Students in Grades 9 & 11	Reading Proficiency	45	38.6	63.6	***	33.3	***	***	38.6	13.9	7.1
CHAMA ELEMENTARY	Reading Proficiency	49	57.5	***	***	58.3	***	***	57.5	35.0	***
CHAMA MIDDLE	Reading Proficiency	42	57.9	***	***	51.5	***	***	57.9	39.1	***
ESCALANTE HIGH	Reading Proficiency	45	38.6	63.6	***	33.3	***	***	38.6	13.9	7.1
TIERRA AMARILLA ELEM	Reading Proficiency	49	56.4	***	***	51.6	***	***	56.4	35.3	***
TIERRA AMARILLA MID	Reading Proficiency	42	51.0	***	***	50.0	***	***	51.0	25.0	16.7
All Students in Grades 3, 4 & 5	Math Proficiency	33	35.4	45.5	***	32.8	***	***	35.4	19.4	9.1
All students in Grades 6, 7 & 8	Math Proficiency	20	34.8	***	***	34.2	***	***	34.8	9.8	<1.0
All Students in Grades 9 & 11	Math Proficiency	27	30.0	45.5	***	26.3	***	***	30.0	11.1	<1.0
CHAMA ELEMENTARY	Math Proficiency	33	30.0	***	***	27.8	***	***	30.0	20.0	***
CHAMA MIDDLE	Math Proficiency	20	23.7	***	***	21.2	***	***	23.7	8.7	***
ESCALANTE HIGH	Math Proficiency	27	30.0	45.5	***	26.3	***	***	30.0	11.1	<1.0
TIERRA AMARILLA ELEM	Math Proficiency	33	43.6	***	***	41.9	***	***	43.6	23.5	***
TIERRA AMARILLA MID	Math Proficiency	20	43.1	***	***	43.5	***	***	43.1	10.7	<1.0
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.7	96.3	***	95.6	***	***	95.7	95.1	94.6
All students in Grades 6, 7 & 8	Attendance Rate	92	94.8	***	***	94.8	***	***	94.8	94.4	94.4
CHAMA ELEMENTARY	Attendance Rate	92	95.4	***	***	95.4	***	***	95.4	95.0	***
CHAMA MIDDLE	Attendance Rate	92	94.1	***	***	94.2	***	***	94.1	93.4	***
TIERRA AMARILLA ELEM	Attendance Rate	92	95.6	***	***	95.4	***	***	95.6	94.8	***
TIERRA AMARILLA MID	Attendance Rate	92	95.3	***	***	95.3	***	***	95.3	95.2	96.5
All Students in Grade 12	Graduation Rate	90	96.0	100.0	***	95.2	***	***	96.0	90.9	100.0
ESCALANTE HIGH	Graduation Rate	90	97.1	100.0	***	96.7	***	***	97.1	92.3	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	12	8	67	25	0	0	100	12	0	50	50	0	0
	Male	100	19	0	42	53	5	0	100	19	0	16	74	11	0
Ethnicity	Caucasian	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	26	4	50	42	4	0	100	26	0	27	65	8	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	ELL ³	100	17	0	35	59	6	0	100	17	0	18	76	6	0
	FRLP	100	31	3	52	42	3	0	100	31	0	29	65	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	31	3	52	42	3	0	100	31	0	29	65	6	0
	2005-06	100	28	14	50	25	11	0	100	28	0	39	50	11	0
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	15	7	60	27	7	0	100	15	13	33	47	7	0
	Male	100	16	13	38	38	13	0	100	16	31	31	31	6	0
Ethnicity	Caucasian	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	23	13	43	35	9	0	100	23	26	35	35	4	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	ELL ³	100	15	7	40	33	20	0	100	15	13	33	40	13	0
	FRLP	100	31	10	48	32	10	0	100	31	23	32	39	6	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	31	10	48	32	10	0	100	31	23	32	39	6	0
	2005-06	100	28	0	46	46	7	0	100	28	0	46	50	4	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	10	0	70	30	0	0	100	10	0	20	80	0	0
	Male	100	17	0	53	35	12	0	100	17	6	12	71	12	0
Ethnicity	Caucasian	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	25	0	56	36	8	0	100	25	0	16	76	8	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	ELL ³	100	11	0	27	55	18	0	100	11	0	0	82	18	0
	FRLP	100	27	0	59	33	7	0	100	27	4	15	74	7	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	27	0	59	33	7	0	100	27	4	15	74	7	0
	2005-06	100	27	11	48	41	0	0	100	27	0	33	56	11	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	14	14	43	36	7	0	100	14	21	43	29	7	0
	Male	100	13	0	31	54	15	0	100	13	0	15	69	15	0
Ethnicity	Caucasian	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	22	9	23	55	14	0	100	22	9	36	41	14	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	ELL ³	100	13	0	31	54	15	0	100	13	0	8	77	15	0
	FRLP	100	27	7	37	44	11	0	100	27	11	30	48	11	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	27	7	37	44	11	0	100	27	11	30	48	11	0
	2005-06	100	29	0	41	45	14	0	100	29	0	7	62	31	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	15	20	67	13	0	0	100	15	7	20	60	13	0
	Male	100	15	0	20	60	20	0	100	15	0	13	40	47	0
Ethnicity	Caucasian	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	26	8	50	31	12	0	100	26	0	19	50	31	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	SWD ²	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	ELL ³	100	18	0	33	50	17	0	100	18	0	6	44	50	0
	FRLP	100	30	10	43	37	10	0	100	30	3	17	50	30	0
All Students	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	2006-07	100	30	10	43	37	10	0	100	30	3	17	50	30	0
NM State	2005-06	100	42	0	52	36	12	0	100	42	0	19	45	36	0
	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	19	0	74	21	5	0	100	19	0	47	42	11	0
	Male	100	26	0	58	27	15	0	100	26	8	15	62	15	0
Ethnicity	Caucasian	***	3	***	***	***	***	***	***	3	***	***	***	***	***
	African-American	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	Hispanic	100	39	0	62	26	13	0	100	39	5	26	54	15	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	SWD ²	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	ELL ³	100	25	0	44	36	20	0	100	25	0	12	64	24	0
	FRLP	100	45	0	64	24	11	0	100	45	4	29	53	13	0
All Students	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	2006-07	100	45	0	64	24	11	0	100	45	4	29	53	13	0
NM State	2005-06	100	42	7	45	36	12	0	100	42	0	19	62	19	0
	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	17	0	53	41	6	0	100	17	6	18	35	41	0
	Male	100	24	0	42	25	33	0	100	24	4	38	42	17	0
Ethnicity	Caucasian	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	30	0	40	37	23	0	100	30	3	27	43	27	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD ²	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	ELL ³	100	26	0	19	46	35	0	100	26	0	19	38	42	0
	FRLP	100	40	0	48	30	23	0	100	40	5	30	38	28	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	41	0	46	32	22	0	100	41	5	29	39	27	0
	2005-06	100	46	2	30	37	30	0	100	46	2	22	48	28	0
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	94	18	0	17	67	11	6	100	18	0	17	28	56	0
	Male	100	21	0	43	38	19	0	100	21	5	24	33	38	0
Ethnicity	Caucasian	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	97	33	0	30	52	15	3	100	33	3	18	27	52	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Status	SWD ²	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	ELL ³	92	13	0	15	54	23	8	100	13	0	0	31	69	0
	FRLP	97	39	0	31	51	15	3	100	39	3	21	31	46	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	97	39	0	31	51	15	3	100	39	3	21	31	46	0
	2005-06	100	43	5	33	30	33	0	100	43	2	12	37	49	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
Atencio, Silvaino	26
Espinoza, Arthur	18
Salazar, Gary	18
Valdez, Donald	21
Vigil, Ernest	9

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	2,552,371	50
Instructional Support Services	2,497,294	49
Students	503,072	20
Instruction	197,994	8
General Administration	316,876	13
School Administration	381,265	15
Central Services	201,520	8
Operations & Maintenance	893,675	36
Student Transportation	2,892	<1
Non-Instructional Support	83,222	2
Food Services	83,222	100
Community Services	0	0
Capital Outlay	0	0
Total Expenditures	5,132,887	

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: 3.77%

		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	53	52.8	47.2	1.0
CHAMA ELEMENTARY	11	72.7	27.3	0.0
CHAMA MIDDLE	7	28.6	71.4	0.0
CHAMA VALLEY DIST OF	2	0.0	100.0	***
ESCALANTE HIGH	16	62.5	37.5	0.0
TIERRA AMARILLA ELEM	10	30.0	70.0	0.0
TIERRA AMARILLA MID	7	71.4	28.6	6.2

* 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	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7	
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	1	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
DISTRICT WIDE TOTALS	2	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
DISTRICT WIDE TOTALS	3	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
DISTRICT WIDE TOTALS	4	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
DISTRICT WIDE TOTALS	5	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
DISTRICT WIDE TOTALS	6	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
DISTRICT WIDE TOTALS	7	0	0	0	0	0	1	0.0	0.0	0.0	0.0	0.0	100.0	
DISTRICT WIDE TOTALS	8	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
DISTRICT WIDE TOTALS	9	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
DISTRICT WIDE TOTALS	10	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
CHAMA ELEMENTARY	***	***	***	***	***	***	***	***	***	***	***	***	***	***
CHAMA MIDDLE	***	***	***	***	***	***	***	***	***	***	***	***	***	***
CHAMA VALLEY DIST OF	1	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
CHAMA VALLEY DIST OF	2	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
CHAMA VALLEY DIST OF	3	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
CHAMA VALLEY DIST OF	4	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	
CHAMA VALLEY DIST OF	5	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	

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
CHAMA VALLEY DIST OF	6	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHAMA VALLEY DIST OF	7	0	0	0	0	0	1	0.0	0.0	0.0	0.0	0.0	100.0
CHAMA VALLEY DIST OF	8	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHAMA VALLEY DIST OF	9	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
CHAMA VALLEY DIST OF	10	1	0	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0
ESCALANTE HIGH	***	***	***	***	***	***	***	***	***	***	***	***	***
TIERRA AMARILLA ELEM	***	***	***	***	***	***	***	***	***	***	***	***	***
TIERRA AMARILLA MID	***	***	***	***	***	***	***	***	***	***	***	***	***

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%).