

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Roberto Archuleta

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Velarde Elementary School

(As it should appear in the official records)

School Mailing Address 714 Calle Don Diego

(If address is P.O. Box, also include street address.)

Espanola

City

New Mexico

State

87532-3414

Zip Code+4(9 digits total)

County Rio Arriba

State School Code Number\* 55391169

Telephone (505) 852-4331

Fax (505) 852-2993

Web site/URL www.k12espanola.org

E-mail roberto.archuleta@k12espanola.or

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Name of Superintendent Dr. David Cockerham

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Espanola Public Schools

Tel. (505) 753-2254

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature) \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Andrew Chavez

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature) \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:                12     Elementary schools  
        2     Middle schools  
        0     Junior High Schools  
        1     High schools  
        0     Other  
       15    TOTAL
2. District Per Pupil Expenditure:               7995     
     Average State Per Pupil Expenditure:      6290

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4.     4     Number of years the principal has been in her/his position at this school.  
    0     If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	0	0	0
K	15	11	26	8	0	0	0
1	12	13	25	9	0	0	0
2	10	7	17	10	0	0	0
3	12	19	31	11	0	0	0
4	15	9	24	12	0	0	0
5	11	11	22	Other	0	0	0
6	2	17	19				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>164</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 0  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 95 | % Hispanic or Latino               |
| 3  | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 4 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	3
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	4
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	7
<b>( 4 )</b>	Total number of students in the school as of October 1	164
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.04
<b>( 6 )</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 40 %
- |    |   |
|----|---|
| 66 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 100 %

Total number students who qualify: 164

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{3}{5}$  %  
 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>3</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>1</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>0</u>
Special resource teachers/specialist	<u>0</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>0</u>	<u>11</u>
Total number	<u>14</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	95 %	95 %	94 %	%
Daily teacher attendance	83 %	89 %	86 %	%	%
Teacher turnover rate	0 %	11 %	11 %	%	%
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

\*Daily teacher attendance was calculated with days teachers were out on professional, personal, breavement leave and sick leave combined.

\*\*Teacher turnover rate for 2004-05 was one teacher whom retired at the middle of the

school year. For 2005-06, was a teacher that transferred in April to accept a Librarian position at another school.


## PART III - SUMMARY

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'Centuries before the Pilgrims landed at Plymouth Rock, Pueblo Indians had begun calling this region of what would become part of the United States, home. More than 20 years before the Pilgrims arrived, the first Spanish settlers carved out a community near the confluence of the Rio Grande and the Rio Chama. It is a region enveloped today by the Espanola Public School District. Descendants of those early Pueblo Indians and European settlers are among the students who now learn in the classrooms of the Espanola Schools. They are joined by the children of others who have been drawn to the area by opportunity, dreams and a spectacular natural environment around which rich history, arts and diverse cultures have flourished. Educators, recognizing there is much more than reading, writing, and arithmetic to be taught in these parts, drew upon their extraordinary surroundings to shape lessons for each day.' (Quote from Brochure on Espanola Public Schools)

Velarde is located in an apple valley in Northern New Mexico, originally named 'La Joya' by the Spanish, which means 'the basin'. Velarde is in the County of Rio Arriba, 15 miles north of Espanola, on State Road 68, going to Taos. The Rio Grande River runs through this small and picturesque high, semi-arid community in the northern-most head of the Espanola Valley. Velarde prides itself in its culture and long standing traditions. Velarde's tri-cultural community's population is predominantly Hispanic. Many of the residents live on orchard and ranch land passed down from generation to generation. In days gone by, the community was self sufficient and made its living through farming and ranching. In the 1930's, the Velarde Community was the home of a WPA Training Center (Works Project Administration) created under President Roosevelt. More recently, as in many other Northern New Mexico communities, Velarde has become a bedroom community. People commute to work in outlying towns such as Los Alamos, Espanola, Santa Fe, and Taos.

The school was built in 1936 by WPA labor. The school was built of traditional materials including adobe, vigas, and oak floors. The structure was excellently planned and created with 2 foot walls, 12 foot ceilings and an 8 foot hallway that traverses from one end of the school to the other. Originally, Velarde Elementary had one classroom per grade, including Kindergarten, but this trend changed. Growing needs and population growth have necessitated adding to the school in several phases. Additions include two new classrooms, a large media center and a cafetorium. Most recently, a portable building has been placed on the property to accommodate two additional classrooms. 'The vision of Velarde Elementary School is to help each and every child to achieve his or her full potential.' 'Our mission is to help students become literate, responsible, independent thinkers. Our students will develop a positive, respectful attitude toward self and others, and be prepared to interact socially in school, the community, and the global world.'

The School's K-6 population is 164 students, comprised of 155 Hispanics, 5 Whites, 2 Blacks and 2 Native Americans. 100% of our students are Free and Reduced Lunch. 3% of our students are Special Education and 40% are Limited English Proficient. Velarde Elementary has a staff of 26, who service grades K-6. Of these, 9 are teachers, 6 part-time support staff, 4 that work full-time, and 4 full time paraprofessionals. We also have a .5 ESL Teacher, a .5 Special Education Teacher and a full-time Principal. Our pupil-teacher ratio is 18:1. Twenty two staff are Hispanic, four Anglo, with three of the staff members being male and twenty three female.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Velarde Elementary participates in the New Mexico Standards Based Assessment (NMSBA). The New Mexico Standards Based Assessment is a criterion-referenced exam designed to measure student proficiency in the content standards and the ability of school programs to help students attain proficiency. The New Mexico Public Education Department (NMPED), in collaboration with New Mexico educators designed the NMSBA to align to the New Mexico Content Standards, Benchmarks, and Performance Level Descriptors, which define expectations for students in each subject. Every New Mexico student in Grades 3-9 is assessed in Reading, Mathematics, and Science. This assessment consists of four performance levels; Advanced, Proficient, Nearing Proficiency, and Beginning Steps. Every year, the State of New Mexico sets Annual Measurable Objectives (AMO's) for the State's Public Schools. These AMO's are calculated to meet 100% proficiency by the year 2014. These AMO's increase every year. For School Year 2006-07, these AMO's were projected at 44% proficient in Reading and 28% proficient in Math. Velarde Elementary is above the State AMO's by 10% points in Math (39%) and 15% points in Reading (59%).

All grades tested at Velarde Elementary in School Year 2006-07, (Grades 3-6), scored above the State of New Mexico's AMO's, which are 28% in Math and 44% in Reading. The Third Grade Class scored at 31% proficient in Math (3% points above State's AMO's) and 66% proficient in Reading (22% points above the State's AMO's). The Fourth Grade Class scored 32% proficient in Math (4% points above the State's AMO's) and 52% proficient in Reading (8% points above the State's AMO's). The Fifth Grade Class scored 41% points in Math (13% points above the State's AMO's) and 73% points in Reading (29% points above the State's AMO's). The Sixth Grade Class scored 58% proficient in Math (30% points above the State's AMO's) and 47% points in Reading (3% points above the State's AMO's).

Disparities among subgroups are minimal, due to the total population of students being 95% Hispanic. Hispanic Subgroups, therefore, are very closely correlated to total school scores.

Economically Disadvantaged Subgroup scores are identical to total school scores because 100% of our students at Velarde Elementary are Free and Reduced Lunch.

Grades Forth, Fifth, and Sixth had less than 10 ELL Students identified in the NMSBA exam for School Year 2006-07. Only in 3rd Grade was there an ELL Subgroup, with 10 students. These students scored 50% proficient in Reading. The State's AMO's were 44% points in Reading. This 3rd Grade ELL Subgroup scored 6% points above the State's AMO's. In Math, this Subgroup scored 20% proficient, with the State's AMO's being 28% proficient. This 3rd Grade ELL Subgroup tested 8% points below the State AMO.

The web site where information on the State of New Mexico's system of standards based assessment reports is <http://www.ped.state.nm.us>. You may at go to

<http://www.ped.state.nm.us/div/acc.assess/assess/info.update.corner.html> to find the assessment frameworks. To find the Espa ola Public Schools Report Card please go to:  
<http://www.ped.state.nm.us/div/acc.assess/accountability/DistrictReportCard07.html>

### 2. Using Assessment Results:

At the beginning of each school year, Velarde Elementary staff meets and under the direction of the Principal, reviews the State's AYP Report for the school. School scores are reviewed and discussed, as well as subgroup scores. All NMSBA (New Mexico Standards Based Assessment) data is disaggregated, as well as all NMELPA (New Mexico English Language Proficiency Exam) data. Staff also reviews DIBELS End of Year results. Areas of strengths and weaknesses are identified and discussed and areas of student successes are celebrated within the staff. Interventions and strategies are discussed and general goals are set at this time.

Teachers then break up into their 'Data Teams' to continue the discussions that need to take place for developing plans to address significant needs that have been identified. Teachers develop interventions in their 'Data Teams' and make adjustments in their teaching strategies to address the needs that have been identified. Teachers also identify individual students that are not meeting proficiency and begin the process of developing Academic Improvement Plans (AIP's) for those students, with goals set for each student. As part of this AIP process, parents are brought in and they participate with the teacher and the student in the setting of student goals and all parties sign their commitment to the AIP.

During the school year, staff continues to meet on a quarterly basis to continue the discussion of student scores as well as to continue the discussion of teacher strategies and adjustments that may need to be made. Students are made aware of test results and discussions take place in classrooms and celebrations of success take place in the classrooms as well. Classroom goals are discussed and set and progress is monitored at this level by the teacher and the students.

### **3. Communicating Assessment Results:**

At the beginning of the school year, all students and staff meet for a general assembly in the school gym. Many parents also attend this assembly. At this time, the Principal will welcome everyone to Velarde Elementary, introduce all staff, and a brief presentation will be made on the School's AYP Report and also on the DIBELS End of Year Report.

At the beginning of the school year, Teachers will share class reports with their students and Individual Student Reports will be shared with the students with general discussions on strengths and weaknesses that have been identified at the classroom level. Classroom goals and classroom mission statements are developed by the Teacher and students at this time and students will begin the process of making individual student goals.

Early in the school year, Velarde Elementary has an Open House for students and parents. This is done in the evening, with a general assembly taking place in the gym and then breaking off into the classrooms. As everyone congregates in the gym, the Principal shares the School's AYP Report, as well as other assessment results such as NMELPA and DIBELS. A celebration of success takes place at this time, as areas of strength and success are looked at. As parents and students break off to the classroom level, the teachers will give parents their child's Individual Student Report, as well as NMELPA and DIBELS test assessments. Discussions take place in the classroom with teacher, student and parents at this time.

The Principal of Velarde Elementary also shares the Assessment data with the parent PAC group. This PAC is actively involved in supporting student success within the school. They too develop strategies to assist classroom teachers with parent support and participation as mentors in the classrooms, etc. The PAC also help us celebrate success by funding purchases of Agendas for students and providing End of Year Field Trips for our students.

Assessment results are also communicated in the School newsletter that goes out to parents and students on a monthly basis, as well as through the local newspaper that prints school assessment results, along with interviews with successful schools and their Principals.

### **4. Sharing Success:**

At least once during the school year, all schools are asked to present their programs, as well as assessment results with the community, other school Principals, Administrators and Board Members at a Regularly scheduled Board Meeting. This is an opportunity for every Principal and school to share their success with the public and with other schools.

The District also puts out District Newsletters in which assessment results and successes within the various schools can be shared with the public and with each other. The District also places these results on its web site for the Espanola Schools.

Schools that have experienced success will many times have an opportunity to interview in the local newspaper, which will highlight school's successes with the public. Our local newspaper, 'The Rio Grande Sun', ran a newsletter on Velarde Elementary's Nomination for a Blue Ribbon Award.

In District-wide meetings, District Administrators are constantly reporting on assessment and assessment results and Principals have an opportunity to share their success with other Principals as well as with other District Administrators. The Principals of the Espanola Schools have quite a camaraderie amongst themselves and ideas, strategies that work, successes in all areas are commonly shared on a continuous basis. Our District Administrators sees success in any of our schools as success for the whole group and we all celebrate in each others successes.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Velarde Elementary provides a rich curriculum that is scientifically research-based and is correlated to the New Mexico State Standards. The core curriculum has been carefully selected to meet the needs of all students. The core curriculum includes Math, Science, Social Studies, Reading, English Language Arts, and Spanish Language Arts.

The Espanola Public School District has adopted Investigations this year for grades K-5, and Connected Mathematics for 6th grade. This curriculum has been designed to engage students in making sense of mathematical ideas. There are six major goals that guide the development of this curriculum. (1.) The curriculum is designed to support students to make sense of mathematics and learn that they can be mathematical thinkers. Focus on computational fluency with whole numbers as a major goal of the elementary grades. Provide substantive work in important areas of math and understand the connections. Emphasize reasoning about mathematical ideas. Communicate mathematics content and pedagogy to teachers. Engage the range of learners in understanding mathematics.

The goal of the Connected Mathematics curriculum is to help students and teachers develop mathematical knowledge, understanding and skill along with an awareness of connections among mathematical strands and other disciplines. This curriculum has been guided by a single mathematical standard. 'All students should be able to reason and communicate proficiently in mathematics. They should have knowledge of and skill in the use of vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics, including the ability to define and solve problems with reason, insight inventiveness, and technical proficiency. Math Investigation and Connected Mathematics provide for a collaboration among teachers and students with the curriculum.

At present, we are utilizing the New Mexico Standards and Benchmarks as our curricular guide for Science. Scott Foresman Science is the Science edition we are currently using. The science program is inquiry-based with hands-on activities. It provides students with directed, guided and full inquiry. The areas of study include Life Science, Earth Science, Physical Science, and Space and Technology. The curriculum provides the teacher with background knowledge, lesson plans and detailed instruction for inquiry activities.

The Social Studies curriculum; Scott Foresman Social Studies is a standards-based program that guides students in becoming active informed citizens. The curriculum focuses on target skills that help students read for understanding. The target skills are research based strategies that assist students in practicing skills. The curriculum incorporates charts, graphs, vocabulary, map and globe skills, citizenship and thinking skills to help students become critical thinkers and problem solvers.

Open Court Reading is implemented in three core areas of study; reading, language arts and spelling. Through Open Court, students understand the connectedness of these areas. This curriculum is both explicit and systematic. Explicit instruction involves teacher-directed identification of learning goals, specific presentation to students, teacher modeling, student practice and assessment. The systematic instruction outlines the logic sequence of skill presentation and research-based, effective learning routines. Every unit develops language arts skills, including the writing process, writing traits, writer's craft, and structures of writing in different genres.

Our Spanish Language Arts Program is provided by State Certified Bilingual Teachers within our Staff. Presently, we are utilizing Santillana as our curriculum. Santillana is an integrated Spanish reading and language arts program for native Spanish speakers. This curriculum recognizes the Spanish culture that surrounds our communities and provides students with tools that will empower them to become accomplished and responsible members of their community. The goal is that through Santillana, students advance the learning of their primary language. Students have gained competence in the Spanish language as an instrument of effective oral and written communication. Critical thinking skills are developed while practicing all four language skills; speaking, reading, listening, and writing in Spanish. Students celebrate their native culture and history and respect themselves, their family, school and community.

### 2a. (Elementary Schools) Reading:

The Open Court Reading curriculum has been utilized for the last 6 years. The program consists of phonemic awareness, phonics, word knowledge, comprehension skills and strategies, inquiry skills and

strategies, language and writing skills and strategies. Open Court Reading provides a variety of proven experiences for accommodating individual student needs. Teachers use re-teaching, intervention, challenge and English Language Learner material.

This curriculum was chosen because it was based on scientific research and test results repeatedly prove its effectiveness. Open Court Reading is based on 4 types of research: academic, most effective practices in education, field testing, and learner verification results.

Along with our scientifically based reading program, our school has been faithfully initiating the uninterrupted 90 minute reading block for all students grades K-3 as implemented by the Reading First Program. This uninterrupted 90 minutes focuses on providing high quality reading instruction through our core reading program that ensures students become proficient readers. This scientifically based reading research has identified explicit instruction in five key areas to effective early reading instruction; phonemic awareness, phonics, vocabulary, fluency, and comprehension.

These five key areas are monitored every two weeks through a set of standardized, individually administered measures of early literacy development using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) testing. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

### **3. Additional Curriculum Area:**

Velarde Elementary has a strong community involvement component in the areas of local culture, local history and the arts. Velarde Elementary's 4th grade has utilized a cultural and historically based curriculum called 'Discovering the Story of the Mesa Prieta.' Historically, Velarde loans itself to the study of the unique Native American petroglyphs that are located on the Mesa along the Rio Grande. The goal of this project is to develop in students a respect and appreciation for the Native American historical and cultural heritage of our state. These petroglyphs date back to pre-pueblo existence. This curriculum incorporates research, observations, art, field trips, and hands on activities. The student will also become aware of the careers of archeologists and historians. All the lessons are activity-based and have been cross referenced and follow the New Mexico State Standards and Benchmarks in reading, math, science, art and social studies. .

Our art program, which utilizes local artists as instructors, provides and art education in the disciplines of visual arts, music, dance, and drama. The program pairs classroom teachers with artists who develop hands-on art projects designed to support and integrate the core academic areas. The students work with local artists in creating theatrical performances in puppetry, bilingual folktales, traditional dances, along with working with clay and other medium. We have produced bilingual plays revolving around stories and books created by Northern New Mexican authors. These plays are performed by our upper grade students. Velarde Elementary has also had the opportunity to work with Fine Arts for Children and Teens (FACT) in grades Kindergarten through Sixth Grades. The curriculum is designed to provide both students and classroom teachers with the opportunity to build a variety of basic skills and knowledge in the visual arts while meeting New Mexico State Visual Arts and Content Standards. This curriculum builds active participation skills as artists and passive participation skills as viewers in thematic areas such as: Still Life, Portrait, Landscape, Narrative Art, Abstraction and Sculpture.

'Rivers and Birds' is an educational program provides hands-on conservation education and biological research that support cultural traditions and natural heritage. This program has been implemented in the upper grades at Velarde Elementary. The program consists of classroom laboratories to learn about the properties of water and its effect in nature. Students also explore historical and modern water issues in the community. The acequia water system dates back to the Arabs and was brought to Northern New Mexico by the Spanish colonizers. Students receive mentoring from local resource specialists such as archeologists, geologists, wild life biologists and town acequia mayordomos (ditch water managers). This adventure based program is aligned with New Mexico State Standards for math, science, language arts, and social studies.

#### **4. Instructional Methods:**

Based on the schools mission we utilize various instructional methods to meet all student needs. Velarde Elementary has a 39% English Language Learner population. . Two-thirds of our teachers have a TESOL (Teaching English as a Second Language) endorsement. Our classroom teachers have developed approaches and practices for working with ELL students. Through our experience, we are able to work with students who differ in levels of ability, in areas of strength, and in special skills or aptitudes. Teachers have benefited from using KWL charts, think pair- share, and various graphic organizers to reach ELL learners. Teachers have also used Marzano research-based strategies to improve student achievement in all areas of study.

Teachers have worked in 'Data Teams', which are made up of teachers in the same grades or within close proximity of grade levels. 'Data Teams' review short-cycle assessment data, as well as end of year assessments and have discussions on developing plans to address significant needs that have been identified. Teachers develop interventions and make adjustments in teaching strategies. Student results are monitored as well as effectiveness of teacher strategies and re-adjustments made where needed. Teachers also celebrate areas of student success and share with their 'Data Teams' and other staff members.

Teachers create Academic Improvement Plans (AIP's), for those students not meeting Annual Yearly Progress for grades 3-6 grades and students not meeting Benchmark in grades K-3 according to DIBELS results. Academic Improvement Plans involve the teacher, parent and the student using data from the NMSBA and DIBELS as a proactive approach to understand the areas of need. Each person is held responsible to address and improve the areas in which the student is not proficient.

Velarde staff, students, and parents are aware of and understand the importance of the State Standards. Teachers introduce and review each standard taught with the student so that the student becomes responsible for their learning. Teacher's lesson plans are developed based on District curriculum and incorporate the New Mexico State Standards.

#### **5. Professional Development:**

The Espanola District has adopted a Systems Approach to Improving Learning Results. Velarde has utilized the trainings provided by the district in the classroom by developing strategic learning goals. The goals drive the PDSA cycle to improve classroom academics and management.

Teachers in grades 2nd, 4th, 5th, and 6th have joined the Northern New Mexico Science Academy (MSA). MSA is a school approved professional development program. During the school year teachers meet after school for collaborations and planning. During this time teachers define concepts and learning goals, develop common assessments and look at students work. MSA staff and coaches are in the classrooms regularly for cognitive coaching that fosters standards based teaching and learning. MSA teachers collaborate on-line and use technology as a way to enhance learning. Teachers in MSA attend The Summer Institute which is a three week training which entails standards based education, classroom management, collaboration, technology, math and science content and cognitive coaching.

The Espanola District has provided math instructors K-12th grades with professional development in math. The professional development for math in Espanola is a systemic way to give support to teachers implementing a challenging new curriculum. Each year, thousands of schools across the nation are transitioning to the research-based National Science Foundation Grant Math Programs - a different method of teaching and learning mathematics. To help teachers understand the inquiry-based approach to developing the mathematical thinking skills that are at the core of the NSF-funded programs, it is important that they have the opportunity to get together with other teachers to discuss the new curriculum. The teachers also need opportunities to learn the math concepts, which they may not have truly understood themselves, so that they will be confident when helping students learn a new way to approach math. Teachers gather to discuss the math in the upcoming sessions, practice some of the games, and share the successes they have experienced.

The Reading First program offers professional development for new teachers to implement proven methods of scientifically based reading instruction in classrooms in order to prevent reading difficulties in grades K-3. All teachers in the district have been fully trained in using our core reading program meeting all the criteria prescribed by the Reading First legislation. Reading First uses DIBELS assessment. All teachers, grades K-

3 have been trained to administer short, one minute fluency measures used to regularly monitor the development of pre-reading and early reading skills.

The Reading Coaches in the district participate in specific professional development, provided by the State Public Education Department (PED), throughout the year. Coaches are required to share the information at the school level with all teachers on a continuous basis.

## FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

*Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.*

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 3 Test New Mexico Standards Based Assessment

Edition/Publication Year \_\_\_\_\_ Publisher The Grow Network/McGraw-Hill

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
<b>SCHOOL SCORES*</b>					
Total Score	66	26	65		
Number of students tested	29	27	17		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Hispanic	70	24	63		
Number of students tested	27	25	63		
2. ELL (English Language Learners)	50	0	63		
Number of students tested	27	25	63		
3. Economically Disadvantaged	66	26	65		
Number of students tested	29	27	17		
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
<b>SCHOOL SCORES*</b>					
Total Score	32	55	61		
Number of students tested	25	22	18		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Hispanic	26	55	61		
Number of students tested	23	20	61		
2. ELL (English Language Learners)	0	0	61		
Number of students tested	8	6	61		
3. Economically Disadvantaged	32	55	61		
Number of students tested	25	22	18		
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
<b>SCHOOL SCORES*</b>					
Total Score	52	68	83		
Number of students tested	25	22	18		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Hispanic	48	65	83		
Number of students tested	25	22	83		
2. ELL (English Language Learners)	0	0	83		
Number of students tested	8	6	83		
3. Economically Disadvantaged	52	68	83		
Number of students tested	25	22	18		
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
<b>SCHOOL SCORES*</b>					
Total Score	41	37	0		
Number of students tested	22	19	18		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Hispanic	40	37	0		
Number of students tested	20	19	0		
2. ELL (English Language Learners)	0	0	0		
Number of students tested	7	3	0		
3. Economically Disadvantaged	41	37	0		
Number of students tested	22	19	17		
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
<b>SCHOOL SCORES*</b>					
Total Score	73	63	39		
Number of students tested	22	19	18		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Hispanic	70	63	39		
Number of students tested	20	19	39		
2. LL (English Language Learners)	0	0	39		
Number of students tested	7	3	39		
3. Economically Disadvantaged	73	63	39		
Number of students tested	22	19	18		
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
<b>SCHOOL SCORES*</b>					
Total Score	58	5	13		
Number of students tested	19	19	24		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Hispanic	58	5	13		
Number of students tested	19	19	13		
2. LL (English Language Learners)	0	0	13		
Number of students tested	4	0	13		
3. Economically Disadvantaged	58	5	13		
Number of students tested	19	19	24		
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
<b>SCHOOL SCORES*</b>					
Total Score	47	26	21		
Number of students tested	19	19	24		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Hispanic	47	26	22		
Number of students tested	19	19	22		
2. LL (English Language Learners)	0	0	22		
Number of students tested	4	0	22		
3. Economically Disadvantaged	47	26	21		
Number of students tested	19	19	23		
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					