



Adequate Yearly Progress (AYP) Summary

Belen Consolidated Schools	
AYP Rating	Not Met
Improvement Status	CA-2
Schools rated in the district	11
Schools in Improvement	1
Schools in Corrective Action	1
Schools in Restructuring	7

Source: NMPED 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 and 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 2011-2012, but that were derived from the achievement of students in the 2010-2011 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).

Definitions and Abbreviations

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

- ED: Free or Reduced Lunch; qualifies the student as Economically Disadvantaged
- SWD: Students with disabilities; does not include special education students who are gifted
- High Poverty Schools: Schools with the most students eligible for FRL (top 25%)
- Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)
- LEA: Local Education Agency which refers to either a district or a charter school

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

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

Student Demographics

	LEA		State	
	N	%	N	%
All Students	4,661	100	334,700	100
Female	2,272	49	163,202	49
Male	2,389	51	171,498	51
Caucasian	1,171	25	88,508	26
Afr Am	85	< 2	7,765	2
Hispanic	3,292	71	198,850	59
Asian	24	< 2	4,463	< 2
Am Indian	88	< 2	34,861	10
Native Hawaiian or Other Pacific Islander	1	< 2	253	< 2
SWD	803	17	47,480	14
ELL	260	6	53,815	16
Recently Arrived *	0	0	40	< 2
ED	3,893	84	228,186	68
Migrant	0	0	452	< 2

Source: LEA's 120th day submission to the NMPED STARS. * ELL Students new to the U.S. who qualified for exemption from reading assessment.

Adequate Yearly Progress (AYP) for Schools within LEA

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Belen High	Not Met	R-2	Belen Infinity High	Not Met	R-2
Belen Middle	Not Met	R-2	Central Elementary	Not Met	R-1
Dennis Chavez Elementary	Not Met	R-2	Family School	Met	Progressing
Gil Sanchez Elementary	Not Met	Progressing	Jaramillo Elementary	Not Met	SI-1
La Merced Elementary	Not Met	R-2	La Promesa Elementary	Not Met	CA
Rio Grande Elementary	Not Met	R-2			

Source: NMPED 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 a blank).

Adequate Yearly Progress (AYP) for Subgroups within LEA

	Academic Indicator	Goal	All Students	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
LEA	Reading Proficiency*	75	52	56	63	50	73	45	49	34	16
Belen High	Reading Proficiency*	75	46	52		44			41	38	4
Belen Infinity High	Reading Proficiency*	75									
Belen Middle	Reading Proficiency*	75	52	63	67	48			44	20	18
Central Elementary	Reading Proficiency*	74	50	57		48			50	28	22
Dennis Chavez Elementary	Reading Proficiency*	74	56	44		60			56	43	18
Family School	Reading Proficiency*	75	74	68		76			69		
Gil Sanchez Elementary	Reading Proficiency*	74	59	58		59			60	36	29
Jaramillo Elementary	Reading Proficiency*	77	56	58		55			56	36	15
La Merced Elementary	Reading Proficiency*	74	53	51		52			53	36	12
La Promesa Elementary	Reading Proficiency*	74	47	58		45			47	41	10
Rio Grande Elementary	Reading Proficiency*	74	42	55		39			42	40	21
LEA	Reading Participation	95	99	99	100	99			99	100	100
Belen High	Reading Participation	95	98	96		98			99	100	
Belen Infinity High	Reading Participation	95									
Belen Middle	Reading Participation	95	100	100		100			100	100	100
Central Elementary	Reading Participation	95	100	100		100			100		
Dennis Chavez Elementary	Reading Participation	95	100	100		100			100		
Family School	Reading Participation	95	100								
Gil Sanchez Elementary	Reading Participation	95	100			100			100		
Jaramillo Elementary	Reading Participation	95	100			100			100		
La Merced Elementary	Reading Participation	95	100	100		100			100		100
La Promesa Elementary	Reading Participation	95	100			100			100	100	100
Rio Grande Elementary	Reading Participation	95	100			100			100		100

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator		Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
LEA	Math Proficiency*	66	40	45	42	38	60	40	38	28	11
Belen High	Math Proficiency*	66	41	55		36			30	27	<2
Belen Infinity High	Math Proficiency*	66									
Belen Middle	Math Proficiency*	63	37	48	50	33			32	13	11
Central Elementary	Math Proficiency*	67	35	35		36			35	12	7
Dennis Chavez Elementary	Math Proficiency*	67	46	39		47			46	48	9
Family School	Math Proficiency*	65	62	68		58			56		
Gil Sanchez Elementary	Math Proficiency*	67	50	52		49			50	39	21
Jaramillo Elementary	Math Proficiency*	68	54	50		55			54	64	8
La Merced Elementary	Math Proficiency*	67	34	36		32			34	19	7
La Promesa Elementary	Math Proficiency*	67	42	47		41			42	36	13
Rio Grande Elementary	Math Proficiency*	67	35	41		33			34	32	18
LEA	Math Participation	95	99	99	100	99			99	99	99
Belen High	Math Participation	95	96	96		96			97	98	
Belen Infinity High	Math Participation	95									
Belen Middle	Math Participation	95	100	100		100			100	100	100
Central Elementary	Math Participation	95	100	100		100			100		
Dennis Chavez Elementary	Math Participation	95	100	100		100			100		
Family School	Math Participation	95	100								
Gil Sanchez Elementary	Math Participation	95	100			100			100		
Jaramillo Elementary	Math Participation	95	100			100			100		
La Merced Elementary	Math Participation	95	100	100		100			100		100
La Promesa Elementary	Math Participation	95	98			98			98	96	97
Rio Grande Elementary	Math Participation	95	100			100			100		100
Belen Middle	Attendance Rate	92	94	93	97	94		93	93	96	92
Central Elementary	Attendance Rate	92	94	94		94			94	95	93
Dennis Chavez Elementary	Attendance Rate	92	94	93		94			94	96	94
Family School	Attendance Rate	92	98	>98		98			97		
Gil Sanchez Elementary	Attendance Rate	92	94	93		95			94	96	93
Jaramillo Elementary	Attendance Rate	92	95	94		95		91	95	97	93
La Merced Elementary	Attendance Rate	92	94	94	94	94		92	94	95	93
La Promesa Elementary	Attendance Rate	92	95	94		95			95	96	94
Rio Grande Elementary	Attendance Rate	92	94	94		95			94	95	94
All Students in Grade 12	Graduation Rate	65	65	74	66	63		45	56	64	56
Belen High	Graduation Rate	65	68	75	64	66		48	60	65	57
Belen Infinity High	Graduation Rate	65	30			23			30	56	50

Source: NMPED Assessment and Accountability; Full Academic Year only;

* % of students scoring Proficient or Above;

Blank = Too few or no students to report

Proficiencies by Grade Span for Subgroups - All¹ - within LEA

Academic Indicator	Goal	All	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
	%	%	%	%	%	%	%	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	49	50	67	49		45	49	36	16
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	53	63	64	49	73	50	49	28	21
District Wide-Grades 11	Reading Proficiency*	75	44	52		41			38	34	3
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	39	41	42	39		32	39	32	12
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	39	47	50	36	55	42	36	22	11
District Wide-Grades 11	Math Proficiency*	66	37	49		33			27	25	0

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;

* % of students scoring Proficient or Above; Blank = Too few or no students to report

Expenditures

	Expenditure (\$)	%
Direct Instruction	19,293,521	58
Instructional Support	13,747,172	42
Students	3,568,251	11
Instruction	973,068	3
General Administration	1,201,061	4
School Administration	2,147,584	6
Central Services	1,477,073	4
Operations Maintenance	4,242,182	13
Student Transportation	118,207	<1
Other	19,746	<1
Non-Instructional Support	54,368	<1
Food Services	0	<1
Community Services	54,368	<1
Capital Outlay	0	<1
Total	33,095,061	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training

Board Member	Number of Points*
Adrian Pino	4
Dolores Lola Quintana	18
Larry Lindberg	4
Lorraine Espinosa	17
R. Sam Chavez	6

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 Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM standards and benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2011. 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 - All¹ - within LEA

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
State Current	100	25,771	6	47	25	22	0	100	25,768	4	48	35	13	0							
State Prior	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
LEA Current	100	348	6	48	26	20	0	100	348	2	48	39	11	0							
LEA Prior	100	383	5	47	29	19	0	100	382	4	42	49	4	0	100	381	5	79	15	1	0
Female	100	165	10	55	23	12	0	99	165	4	52	33	11	1							
Male	100	183	3	42	28	27	0	100	183	1	44	45	10	0							
Caucasian	100	71	8	49	24	18	0	100	71	3	51	37	10	0							
Afr Am		2							2												
Hispanic	100	269	6	48	26	20	0	100	269	2	46	40	11	0							
Asian		1							1												
Am Indian		5							5												
ELL	100	63	5	33	29	33	0	98	63	2	43	38	16	2							
ED	100	344	6	48	26	20	0	100	344	2	47	39	11	0							
SWD	100	69	3	17	28	52	0	98	69	0	17	55	26	1							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	25,808	7	40	40	14	0	100	25,817	9	36	37	19	0	100	25,800	5	42	33	20	0
State Prior	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
LEA Current	100	376	5	36	43	17	0	100	376	4	27	42	27	0	100	376	2	38	35	25	0
LEA Prior	100	365	7	42	37	13	0	100	364	4	29	58	10	0	99	365	1	44	51	4	1
Female	100	190	6	42	41	12	0	100	190	4	29	40	26	0	100	190	2	42	34	22	0
Male	100	186	3	30	45	23	0	100	186	4	24	44	28	0	99	186	2	34	35	27	1
Caucasian	100	92	3	37	43	16	0	100	92	8	25	41	26	0	100	92	4	39	40	16	0
Afr Am		2							2							2					
Hispanic	100	272	5	35	42	17	0	100	272	3	28	42	26	0	100	272	1	39	32	27	0
Asian		2							2							2					
Am Indian		8							8							8					
ELL	100	85	2	32	46	20	0	100	85	5	22	46	27	0	100	85	2	36	31	31	0
ED	100	374	5	36	43	17	0	100	374	4	26	42	27	0	100	374	2	39	34	25	0
SWD	100	61	3	8	33	56	0	100	61	2	3	36	59	0	100	61	2	18	31	49	0

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	25,481	9	43	36	12	0	100	25,481	9	33	39	19	0							
State Prior	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
LEA Current	100	362	11	43	35	11	0	100	362	6	31	43	20	0							
LEA Prior	100	367	14	46	32	7	0	100	367	6	31	52	11	0	100	367	1	44	50	4	0
Female	100	182	14	44	32	9	0	100	182	7	34	44	16	0							
Male	100	180	8	43	37	13	0	100	180	5	29	42	24	0							
Caucasian	100	80	20	34	38	9	0	100	80	9	31	40	20	0							
Afr Am		8							8												
Hispanic	100	263	8	45	35	13	0	100	263	5	31	44	20	0							
Asian		2							2												
Am Indian		9							9												
ELL	100	43	5	30	44	21	0	100	43	5	21	58	16	0							
ED	100	355	11	43	34	11	0	100	355	6	31	43	20	0							
SWD	100	62	5	10	39	47	0	100	62	2	11	34	53	0							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	25,026	9	39	36	16	0	100	25,019	5	32	41	22	0							
State Prior	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
LEA Current	100	347	15	41	33	11	0	100	347	5	38	37	20	0							
LEA Prior	100	327	6	39	45	10	0	100	327	9	31	54	7	0	100	327	1	28	62	9	0
Female	100	179	15	46	30	9	0	100	179	6	37	40	17	0							
Male	100	168	15	36	36	14	0	99	168	4	39	35	22	1							
Caucasian	100	75	19	44	29	8	0	100	75	4	40	39	17	0							
Afr Am	100	10	10	50	10	30	0	100	10	0	50	20	30	0							
Hispanic	100	254	14	40	35	11	0	100	254	6	36	38	20	0							
Asian		4							4												
Am Indian		4							4												
ELL	100	47	11	30	43	17	0	98	47	2	30	45	21	2							
ED	100	340	15	41	33	11	0	100	340	5	38	37	20	0							
SWD	100	57	9	14	33	44	0	100	57	2	9	37	53	0							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	24,366	6	42	36	16	0	100	24,375	5	33	38	24	0	99	24,362	9	31	35	25	1
State Prior	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
LEA Current	100	310	5	47	34	14	0	100	310	3	37	41	19	0	100	310	5	30	41	24	0
LEA Prior	100	356	5	41	45	9	0	100	355	6	25	53	17	0	100	356	1	26	63	10	0
Female	100	145	5	50	30	15	0	100	145	3	36	43	18	0	100	145	4	28	41	27	0
Male	100	165	5	44	37	13	0	100	165	3	38	39	20	0	100	165	5	33	41	21	0
Caucasian	100	91	5	65	22	8	0	100	91	7	47	36	10	0	100	91	9	42	33	16	0
Afr Am		3							3						3						
Hispanic	100	210	5	39	39	18	0	100	210	1	32	43	24	0	100	210	3	24	45	28	0
Asian		3							3						3						
Am Indian		3							3						3						
ELL	100	36	0	19	42	39	0	100	36	0	17	47	36	0	100	36	0	8	33	58	0
ED	100	217	4	41	37	18	0	100	217	2	34	43	22	0	100	217	3	26	43	28	0
SWD	100	36	8	11	25	56	0	100	36	0	14	25	61	0	100	36	3	17	25	56	0

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

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
State Current	100	24,055	7	47	29	17	0	100	24,058	4	36	43	16	0		1					
State Prior	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
LEA Current	100	358	3	48	30	19	0	100	358	1	34	47	18	0							
LEA Prior	100	354	5	54	33	8	0	99	353	5	23	62	10	1	100	354	1	19	67	14	0
Female	100	172	4	50	31	15	0	100	172	1	34	49	16	0							
Male	100	186	3	46	28	23	0	100	186	2	33	45	20	0							
Caucasian	100	85	5	52	27	16	0	100	85	1	41	41	16	0							
Afr Am		9							9												
Hispanic	100	255	2	47	31	19	0	100	255	1	31	50	18	0							
Asian		4							4												
Am Indian		5							5												
ELL	100	33	0	21	33	45	0	100	33	0	12	52	36	0							
ED	100	258	2	42	35	21	0	100	258	0	29	50	21	0							
SWD	100	48	4	17	27	52	0	100	48	2	8	35	54	0							

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups within LEA

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
State Current	99	20,737	10	38	38	14	1	99	20,733	6	32	49	12	1	98	20,726	4	35	42	17	2
State Prior	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
LEA Current	98	285	10	34	38	16	2	97	285	4	34	48	12	3	98	285	2	33	44	20	2
LEA Prior	98	275	3	31	47	17	2	98	275	5	19	40	33	2	98	275	0	18	69	11	2
Female	98	141	11	38	38	11	1	98	141	1	33	52	11	2	98	141	0	33	48	18	1
Male	98	144	8	31	38	22	2	96	144	6	34	44	12	4	97	144	3	33	39	22	3
Caucasian	96	83	12	40	33	12	4	96	83	4	46	37	10	4	96	83	5	42	37	12	4
Afr Am		6							6							6					
Hispanic	99	192	9	32	40	18	1	97	192	4	29	51	13	3	98	192	1	30	46	22	2
Asian		2							2							2					
Am Indian		2							2							2					
ELL	100	53	4	30	40	26	0	98	53	6	19	58	15	2	100	53	2	19	49	30	0
ED	99	163	7	31	42	19	1	98	163	2	25	58	12	2	99	163	0	26	50	23	1
SWD	100	29	3	0	24	72	0	96	29	0	0	34	62	3	100	29	0	0	17	83	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year

Blanks = Too few students to report

Graduation - High School 4-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	26,490	67	12,895	72	13,595	63	7,863	76	616	62	14,394	64	351	84	3,266	60	9,271	61	5,209	66	14,089	61
LEA	473	65	234	76	239	55	122	74	17	66	308	63	5		21	45	122	64	92	56	273	56
Belen High	461	68	229	78	232	58	121	75	17	64	300	66	5		18	48	121	65	91	57	261	60
Belen Infinity High	68	30	24	27	44	32	9		3		50	23			6		15	56	15	50	63	30

Source: PED Assessment and Accountability. Class of 2010; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School 5-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	27,290	70	13,270	74	14,020	68	8,440	78	744	68	14,137	67	340	85	3,629	64	9,820	68	5,530	68	13,486	65
LEA	444	66	187	70	257	64	131	65	8		288	68	2		15	48	105	67	102	55	241	65
Belen High	433	67	182	71	251	64	126	65	8		284	69	2		13	51	104	67	99	56	231	65
Belen Infinity High	60	57	25	57	35	57	14	61	3		41	57			2		15	67	13	30	57	59

Source: PED Assessment and Accountability. Class of 2009; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School Non-Graduates within LEA

Group	Certificate		Status Unknown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATE	310	<2	5,489	21	1,734	6	1,334	5
LEA			114	24	55	12	19	4
Belen High			109	24	51	11	18	4
Belen Infinity High			26	38	15	22		

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; 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

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	0	0.0
High Poverty Schools	0	<0.1
Low Poverty Schools	N/A	N/A
Belen High	0	0.0
Belen Infinity High	0	0.0
Belen Middle	0	0.0
Central Elementary	0	0.0
Dennis Chavez Elementary	0	0.0
Family School	0	0.0
Gil Sanchez Elementary	0	0.0
Jaramillo Elementary	0	0.0
La Merced Elementary	0	0.0
La Promesa Elementary	0	0.0
Rio Grande Elementary	0	0.0

Source: LEA's 120th day submission to NMPED;
Blank = No data available

Teacher Quality, Level of Education			
	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
STATE	22,031	56	42
LEA	301	76	24
Belen High	69	70	29
Belen Infinity High	7	29	71
Belen Middle	37	92	8
Central Elementary	19	68	32
Dennis Chavez Elementary	27	82	18
Family School	4	50	50
Gil Sanchez Elementary	23	65	35
Jaramillo Elementary	29	83	17
La Merced Elementary	43	74	26
La Promesa Elementary	22	77	23
Rio Grande Elementary	23	87	13

Source: LEA's 120th day submission to NMPED
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 STATE	90,980	36.5	54.3	3.7	1.3	3.2	1.1
2 STATE	91,126	33.0	52.8	7.6	2.6	3.1	0.9
3 STATE	91,050	36.9	52.2	5.5	1.4	3.1	0.9
4 STATE	91,192	35.9	50.8	7.7	2.0	2.1	1.5
5 STATE	91,185	31.0	50.9	6.0	1.9	9.2	1.1
6 STATE	91,109	31.7	53.0	6.8	2.5	4.7	1.2
7 STATE	91,168	25.3	48.5	12.8	3.7	7.7	2.0
8 STATE	91,172	44.5	46.6	5.2	1.7	1.2	0.9
9 STATE	91,082	32.3	53.3	5.9	1.8	5.4	1.3
10 STATE	91,006	38.5	51.3	6.2	1.4	1.4	1.2
1 LEA	253	58.1	38.3	0.4	0.8	2.0	0.4
2 LEA	253	39.5	49.0	7.1	2.8	1.6	0.0
3 LEA	253	68.8	26.5	3.6	0.4	0.8	0.0
4 LEA	253	60.9	31.6	2.0	3.2	1.6	0.8

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 %
5	LEA	253	46.2	41.5	4.0	1.6	5.1	1.6
6	LEA	253	52.2	37.9	6.7	1.2	1.2	0.8
7	LEA	253	27.7	42.7	15.4	2.4	7.9	4.0
8	LEA	253	70.4	24.1	4.3	0.8	0.0	0.4
9	LEA	253	52.6	36.8	5.9	0.8	2.8	1.2
10	LEA	253	52.6	38.7	5.5	1.2	1.6	0.4
1	Belen High	9	0.0	88.9	0.0	11.1	0.0	0.0
2	Belen High	9	0.0	77.8	11.1	0.0	11.1	0.0
3	Belen High	9	0.0	11.1	88.9	0.0	0.0	0.0
4	Belen High	9	0.0	11.1	22.2	66.7	0.0	0.0
5	Belen High	9	77.8	0.0	11.1	0.0	11.1	0.0
6	Belen High	9	0.0	0.0	88.9	11.1	0.0	0.0
7	Belen High	9	0.0	88.9	11.1	0.0	0.0	0.0
8	Belen High	9	0.0	11.1	66.7	11.1	0.0	11.1
9	Belen High	9	0.0	11.1	66.7	11.1	0.0	11.1
10	Belen High	9	77.8	22.2	0.0	0.0	0.0	0.0
	Belen Infinity High							
1	Belen Middle	3	66.7	33.3	0.0	0.0	0.0	0.0
2	Belen Middle	3	66.7	0.0	0.0	33.3	0.0	0.0
3	Belen Middle	3	0.0	66.7	0.0	33.3	0.0	0.0
4	Belen Middle	3	0.0	66.7	33.3	0.0	0.0	0.0
5	Belen Middle	3	0.0	66.7	33.3	0.0	0.0	0.0
6	Belen Middle	3	0.0	66.7	33.3	0.0	0.0	0.0
7	Belen Middle	3	0.0	0.0	66.7	33.3	0.0	0.0
8	Belen Middle	3	0.0	100	0.0	0.0	0.0	0.0
9	Belen Middle	3	0.0	66.7	33.3	0.0	0.0	0.0
10	Belen Middle	3	33.3	0.0	66.7	0.0	0.0	0.0
1	Central Elementary	25	80.0	20.0	0.0	0.0	0.0	0.0
2	Central Elementary	25	84.0	16.0	0.0	0.0	0.0	0.0
3	Central Elementary	25	76.0	24.0	0.0	0.0	0.0	0.0
4	Central Elementary	25	56.0	40.0	0.0	0.0	0.0	4.0
5	Central Elementary	25	68.0	28.0	0.0	4.0	0.0	0.0
6	Central Elementary	25	44.0	48.0	8.0	0.0	0.0	0.0
7	Central Elementary	25	44.0	44.0	4.0	4.0	4.0	0.0
8	Central Elementary	25	72.0	24.0	4.0	0.0	0.0	0.0
9	Central Elementary	25	68.0	32.0	0.0	0.0	0.0	0.0

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 %
10	Central Elementary	25	52.0	44.0	0.0	4.0	0.0	0.0
1	Dennis Chavez Elementary	12	83.3	16.7	0.0	0.0	0.0	0.0
2	Dennis Chavez Elementary	12	8.3	66.7	8.3	16.7	0.0	0.0
3	Dennis Chavez Elementary	12	83.3	16.7	0.0	0.0	0.0	0.0
4	Dennis Chavez Elementary	12	66.7	33.3	0.0	0.0	0.0	0.0
5	Dennis Chavez Elementary	12	66.7	33.3	0.0	0.0	0.0	0.0
6	Dennis Chavez Elementary	12	83.3	16.7	0.0	0.0	0.0	0.0
7	Dennis Chavez Elementary	12	8.3	50.0	41.7	0.0	0.0	0.0
8	Dennis Chavez Elementary	12	75.0	16.7	8.3	0.0	0.0	0.0
9	Dennis Chavez Elementary	12	83.3	16.7	0.0	0.0	0.0	0.0
10	Dennis Chavez Elementary	12	66.7	33.3	0.0	0.0	0.0	0.0
1	Family School	33	69.7	30.3	0.0	0.0	0.0	0.0
2	Family School	33	30.3	54.5	12.1	3.0	0.0	0.0
3	Family School	33	100	0.0	0.0	0.0	0.0	0.0
4	Family School	33	93.9	6.1	0.0	0.0	0.0	0.0
5	Family School	33	27.3	45.5	18.2	3.0	0.0	6.1
6	Family School	33	78.8	21.2	0.0	0.0	0.0	0.0
7	Family School	33	9.1	54.5	9.1	0.0	6.1	21.2
8	Family School	33	90.9	6.1	3.0	0.0	0.0	0.0
9	Family School	33	81.8	15.2	3.0	0.0	0.0	0.0
10	Family School	33	66.7	27.3	6.1	0.0	0.0	0.0
1	Gil Sanchez Elementary	56	57.1	39.3	0.0	0.0	3.6	0.0
2	Gil Sanchez Elementary	56	46.4	42.9	8.9	1.8	0.0	0.0
3	Gil Sanchez Elementary	56	66.1	32.1	0.0	0.0	1.8	0.0
4	Gil Sanchez Elementary	56	60.7	35.7	0.0	0.0	3.6	0.0
5	Gil Sanchez Elementary	56	41.1	42.9	1.8	1.8	10.7	1.8
6	Gil Sanchez Elementary	56	50.0	39.3	7.1	0.0	1.8	1.8
7	Gil Sanchez Elementary	56	35.7	32.1	16.1	1.8	12.5	1.8
8	Gil Sanchez Elementary	56	67.9	30.4	1.8	0.0	0.0	0.0
9	Gil Sanchez Elementary	56	53.6	33.9	5.4	0.0	7.1	0.0
10	Gil Sanchez Elementary	56	50.0	44.6	1.8	1.8	0.0	1.8
1	Jaramillo Elementary	113	53.1	41.6	0.9	0.9	2.7	0.9
2	Jaramillo Elementary	113	35.4	54.0	6.2	1.8	2.7	0.0
3	Jaramillo Elementary	113	66.4	32.7	0.0	0.0	0.9	0.0
4	Jaramillo Elementary	113	59.3	34.5	1.8	1.8	1.8	0.9
5	Jaramillo Elementary	113	46.9	45.1	0.9	0.9	5.3	0.9

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 %
6	Jaramillo Elementary	113	50.4	44.2	1.8	0.9	1.8	0.9
7	Jaramillo Elementary	113	31.0	40.7	15.9	1.8	8.8	1.8
8	Jaramillo Elementary	113	73.5	24.8	0.9	0.9	0.0	0.0
9	Jaramillo Elementary	113	43.4	47.8	3.5	0.9	2.7	1.8
10	Jaramillo Elementary	113	47.8	40.7	7.1	0.9	3.5	0.0
	La Merced Elementary							
1	La Promesa Elementary	1	0.0	100	0.0	0.0	0.0	0.0
2	La Promesa Elementary	1	0.0	100	0.0	0.0	0.0	0.0
3	La Promesa Elementary	1	0.0	0.0	100	0.0	0.0	0.0
4	La Promesa Elementary	1	0.0	100	0.0	0.0	0.0	0.0
5	La Promesa Elementary	1	0.0	100	0.0	0.0	0.0	0.0
6	La Promesa Elementary	1	0.0	0.0	0.0	100	0.0	0.0
7	La Promesa Elementary	1	0.0	0.0	0.0	100	0.0	0.0
8	La Promesa Elementary	1	0.0	100	0.0	0.0	0.0	0.0
9	La Promesa Elementary	1	0.0	100	0.0	0.0	0.0	0.0
10	La Promesa Elementary	1	0.0	0.0	100	0.0	0.0	0.0
1	Rio Grande Elementary	1	0.0	100	0.0	0.0	0.0	0.0
2	Rio Grande Elementary	1	0.0	100	0.0	0.0	0.0	0.0
3	Rio Grande Elementary	1	0.0	100	0.0	0.0	0.0	0.0
4	Rio Grande Elementary	1	0.0	100	0.0	0.0	0.0	0.0
5	Rio Grande Elementary	1	0.0	100	0.0	0.0	0.0	0.0
6	Rio Grande Elementary	1	0.0	100	0.0	0.0	0.0	0.0
7	Rio Grande Elementary	1	0.0	100	0.0	0.0	0.0	0.0
8	Rio Grande Elementary	1	0.0	100	0.0	0.0	0.0	0.0
9	Rio Grande Elementary	1	0.0	100	0.0	0.0	0.0	0.0
10	Rio Grande Elementary	1	0.0	100	0.0	0.0	0.0	0.0

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. Assessment year is the most recent available at the time of this report

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)
Nation	7	24	34	34	6	33	43	19	1	32	71	29
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
ED	1	11	31	57	1	16	46	36	0	15	55	45
ELL	#	3	13	84	#	5	36	60	#	2	22	78
SWD	1	4	12	83	#	9	41	50	#	13	43	57
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
Asian	12	27	32	29								
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14
8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)
Nation	2	28	43	26	7	25	39	29	1	29	62	38
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
ED	1	14	43	43	1	10	38	50	0	13	43	57
ELL	#	1	13	87	#	2	18	80	#	1	13	87
SWD	#	4	21	75	#	5	17	77	0	9	23	77
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
Asian												
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Af Amer	1	15	40	44	2	11	42	45				
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19

* Information at <http://nationsreportcard.gov/>

Basic¹ is most comparable to Proficient on New Mexico's Standards Based Assessment

Blank = Too few or no 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

* Information at <http://nationsreportcard.gov/>

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