



AYP Summary

BELEN CONSOLIDATED SCHOOLS

Improvement Status: R-1

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	11	100
Schools in Improvement	2	18
Schools in Corrective Action	2	18
Schools in Restructuring	5	45

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Definitions and Abbreviations

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English language learner; assessments include students who exited ELL status the first and second years

FRL: Free or Reduced Lunch; qualifies the student as economically disadvantaged

SWD: Students with disabilities; does not include special education students who are gifted

High Poverty Schools: Schools with the most students eligible for FRL (top 25%)

Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)

What is Adequate Yearly Progress (AYP)?

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary & Secondary Education Act (ESEA) of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2009-2010, but that were derived from the achievement of students in the 2008-2009 school year.

What do schools have to do in order to meet AYP?

Schools need to:

- a) Achieve a 95% participation rate on state assessments
- b) Reach targets for proficiency or reduce non-proficiency
- c) Reach targets for attendance in elementary and middle schools and graduation for high schools.

Who has to meet AYP?

Subgroups of 25 or more students within each school, district, and the state must meet AYP. The subgroups include Caucasian, African American, Asian/Pacific Islander, Hispanic, American Indian/Alaskan Native, Economically Disadvantaged (FRL), Students with Disabilities (SWD), and English Language Learners (ELL).

Student Demographics				
	BELEN CONSOLIDATED SCHOOLS		Statewide	
	Number	%	Number	%
Female	2,294	48.4	160,866	47.0
Male	2,443	51.6	169,312	49.5
Caucasian	1,168	24.7	95,406	27.9
African-American	89	1.9	8,670	2.5
Hispanic	3,375	71.2	185,147	54.1
Asian/Pacific Islander	21	0.4	4,506	1.3
American Indian	84	1.8	36,449	10.7
English Language Learners	235	5.0	55,866	16.3
Students with Disabilities	916	19.3	45,346	13.3
Free/Reduced Lunch Program	3,871	81.7	203,946	59.6
Migrant	0	0.0	575	0.2

Source: STARS 40th day submission to Public Education Department.

Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
BELEN HIGH	Not Met	R-2	BELEN INFINITY HIGH	Not Met	R-2
BELEN MIDDLE	Not Met	R-2	CENTRAL ELEMENTARY	Not Met	SI-2
DENNIS CHAVEZ ELEM	Not Met	R-1	GIL SANCHEZ ELEM	Met	CA-delay
JARAMILLO ELEMENTARY	Met	Progressing	LA MERCED ELEMENTARY	Not Met	R-1
LA PROMESA ELEM	Not Met	SI-1	RIO GRANDE ELEM	Not Met	CA
THE FAMILY SCHOOL	Met	Progressing			

AYP by Subgroup

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by <>).

Reporting Group	Academic Indicator	AYP Goal	All Students	Caucasian	Afr Amer	Hispanic	Asian	Am Indian	FRL	ELL	SWD
		%	%	%	%	%	%	%	%	%	%
Districtwide-Grades 3-5	Reading Proficiency	63	52.8	59.8	40.0	50.5	<>	61.5	51.8	31.5	21.7
Districtwide-Grades 6-8	Reading Proficiency	57	44.7	52.8	38.1	41.7	<>	60.0	41.3	17.9	10.9
Districtwide-Grade 11	Reading Proficiency	60	45.6	52.4	60.0	42.9	<>	<>	33.1	<>	10.5
BELEN HIGH	Reading Proficiency	60	47.1	54.3	<>	43.9	<>	<>	34.6	<>	11.8
BELEN INFINITY HIGH	Reading Proficiency	60	22.2	<>	<>	27.3	<>	<>	22.2	<>	<>
BELEN MIDDLE	Reading Proficiency	60	46.5	53.9	<>	43.4	<>	<>	41.2	20.0	12.1
CENTRAL ELEMENTARY	Reading Proficiency	59	45.2	57.1	<>	41.3	<>	<>	45.2	16.7	20.9
DENNIS CHAVEZ ELEM	Reading Proficiency	59	46.7	55.9	<>	44.0	<>	<>	46.7	<>	6.2
GIL SANCHEZ ELEM	Reading Proficiency	59	51.7	58.0	<>	50.0	<>	<>	51.7	<>	<>
JARAMILLO ELEMENTARY	Reading Proficiency	63	66.3	46.2	<>	73.8	<>	<>	66.3	50.0	30.0
LA MERCED ELEMENTARY	Reading Proficiency	59	51.3	61.6	<>	47.0	<>	<>	46.9	<>	23.6
LA PROMESA ELEM	Reading Proficiency	59	46.3	<>	<>	43.8	<>	<>	46.3	35.3	7.1
RIO GRANDE ELEM	Reading Proficiency	59	45.6	16.7	<>	44.2	<>	<>	45.6	<>	21.6
THE FAMILY SCHOOL	Reading Proficiency	60	48.3	<>	<>	<>	<>	<>	48.3	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	38.8	41.7	30.0	38.0	<>	38.5	38.8	29.0	14.3
Districtwide-Grades 6-8	Math Proficiency	41	35.0	42.4	14.3	32.6	<>	46.7	33.3	9	13.5
Districtwide-Grade 11	Math Proficiency	46	27.4	33.3	20.0	26.2	<>	<>	17.5	<>	7.9
BELEN HIGH	Math Proficiency	46	28.8	34.6	<>	27.2	<>	<>	19.1	<>	8.8
BELEN INFINITY HIGH	Math Proficiency	46	5.6	<>	<>	9.1	<>	<>	5.6	<>	<>
BELEN MIDDLE	Math Proficiency	41	32.3	39.9	<>	29.4	<>	<>	29.1	12.0	15.2
CENTRAL ELEMENTARY	Math Proficiency	47	28.9	31.7	<>	28.0	<>	<>	28.9	22.2	14.0
DENNIS CHAVEZ ELEM	Math Proficiency	47	38.7	39.7	<>	39.1	<>	<>	38.7	<>	2.1
GIL SANCHEZ ELEM	Math Proficiency	47	47.2	62.0	<>	41.7	<>	<>	47.2	<>	<>
JARAMILLO ELEMENTARY	Math Proficiency	50	49.5	38.5	<>	56.9	<>	<>	49.5	20.0	20.0
LA MERCED ELEMENTARY	Math Proficiency	47	34.3	41.9	<>	30.7	<>	<>	31.1	<>	18.2
LA PROMESA ELEM	Math Proficiency	47	51.7	<>	<>	48.9	<>	<>	51.7	47.1	10.7
RIO GRANDE ELEM	Math Proficiency	47	31.9	13.3	<>	31.0	<>	<>	31.9	<>	8.1
THE FAMILY SCHOOL	Math Proficiency	44	40.0	<>	<>	<>	<>	<>	40.0	<>	<>

AYP by Subgroup

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Attendance Rate	92	95.2	94.8	93.8	95.4	91.0	95.2	95.0	96.2	93.7
Districtwide-Grades 6-8	Attendance Rate	92	95.2	94.8	93.8	95.4	91.0	95.2	95.0	96.2	93.7
BELEN MIDDLE	Attendance Rate	92	95.3	94.7	93.4	95.6	89.2	96.0	95.0	96.5	93.5
CENTRAL ELEMENTARY	Attendance Rate	92	95.0	95.4	97.7	94.9	94.8	90.7	95.0	95.0	94.4
DENNIS CHAVEZ ELEM	Attendance Rate	92	92.6	92.0	91.2	93.0	93.6	86.5	92.6	94.2	91.7
GIL SANCHEZ ELEM	Attendance Rate	92	95.2	94.8	92.1	95.3	96.7	97.1	95.2	97.2	94.6
JARAMILLO ELEMENTARY	Attendance Rate	92	96.2	95.9	95.4	96.3	<>	97.0	96.2	96.6	95.6
LA MERCED ELEMENTARY	Attendance Rate	92	95.6	95.2	97.2	95.7	93.4	95.9	95.3	95.6	95.0
LA PROMESA ELEM	Attendance Rate	92	96.1	95.6	<>	96.2	<>	96.7	96.1	96.4	96.0
RIO GRANDE ELEM	Attendance Rate	92	94.1	94.4	95.0	94.0	<>	<>	94.1	94.8	93.2
THE FAMILY SCHOOL	Attendance Rate	92	97.7	97.7	<>	97.6	99.2	<>	97.7	<>	98.5
All Students	Graduation Rate	52	68.8	72.7	51.2	68.2	<>	<>	72.5	84.3	54.6
BELEN HIGH	Graduation Rate	52	69.9	72.9	51.7	69.7	<>	<>	72.6	84.2	55.9
BELEN INFINITY HIGH	Graduation Rate	52	49.5	<>	<>	45.2	<>	<>	71.9	<>	<>

National Assessment of Educational Progress (NAEP) Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2009 (reading and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0

8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
	White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

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

*** Sample size was insufficient to permit a reliable estimate

Rounds to zero

NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

** NAEP does not accommodate students with severe disabilities.
Participation in NAEP is not mandatory.

Assessment Summary by Grade

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2009. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

3rd Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	100	192	9	53	25	11	99	192	5	45	45	2	100	192	11	73	14	0			
Male	98	184	2	45	30	20	99	184	1	40	54	3	99	184	4	76	17	0			
Caucasian	98	84	13	40	30	14	98	84	5	39	48	4	98	84	14	75	9	0			
Black	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>			
Hispanic	99	276	4	51	26	17	99	276	3	45	48	2	100	276	7	74	18	0			
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
Am Ind	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>			
ELL	100	46	4	32	39	23	100	46	2	32	63	2	100	46	8	56	34	0			
FRL	99	345	6	49	28	15	99	345	4	43	48	2	99	345	8	74	15	0			
SWD	97	67	2	22	28	43	97	67	0	17	71	7	98	67	1	64	31	1			
Migrant	<>						<>						<>								
All 2008-09	99	376	6	49	27	15	99	376	3	43	49	2	99	376	8	74	16	0			
All 2007-08	99	367	7	52	27	11	99	367	4	28	56	9	99	367	7	73	17	0			
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0			
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

4th Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	99	198	6	44	37	10	99	198	3	22	66	7	98	198	0	45	50	3			
Male	99	179	6	36	34	21	100	179	3	26	60	8	98	178	0	48	47	2			
Caucasian	100	87	8	44	36	10	100	87	4	19	68	6	100	87	0	55	42	2			
Black	100	11	9	27	27	36	100	11	0	36	63	0	90	11	0	36	54	0			
Hispanic	99	273	6	39	36	16	99	273	3	25	61	9	98	272	0	44	51	2			
Asian	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>			
Am Ind	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>			
ELL	100	46	4	28	47	19	100	46	0	28	60	10	100	46	0	26	69	4			
FRL	99	358	6	39	36	16	99	358	3	25	63	8	98	357	0	45	49	2			
SWD	97	70	7	12	34	42	98	70	0	7	71	20	95	70	1	31	55	7			
Migrant	<>						<>						<>								
All 2008-09	99	377	6	40	36	15	99	377	3	24	63	8	98	376	0	46	48	2			
All 2007-08	100	342	10	40	30	19	99	342	4	27	54	12	100	342	0	44	50	4			
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3			
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

5th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	154	14	43	33	7	100	154	7	38	46	7	100	153	1	43	47	7
Male	100	182	7	46	37	9	99	182	4	32	53	7	99	181	5	47	40	5
Caucasian	100	95	13	57	25	3	98	95	9	45	41	3	98	94	5	61	28	3
Black	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Hispanic	100	235	8	40	39	11	100	235	5	31	54	9	100	234	2	39	50	7
Asian	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	100	32	3	18	53	25	100	32	0	21	56	21	100	32	0	15	56	28
FRL	100	314	9	44	37	8	99	314	5	35	51	7	99	312	2	45	45	6
SWD	100	52	7	11	48	32	100	52	0	19	61	19	98	52	1	23	50	23
Migrant	<>						<>						<>					
All 2008-09	100	336	10	44	35	8	99	336	6	35	50	7	99	334	3	45	43	6
All 2007-08	99	371	8	44	39	7	99	371	3	34	51	10	99	371	2	41	52	4
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

6th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	99	169	1	49	42	5	100	169	4	37	51	7	100	169	0	24	65	9
Male	98	195	2	28	53	13	98	195	6	30	54	7	99	195	1	25	63	9
Caucasian	98	87	1	47	40	10	100	87	4	42	44	8	100	87	0	32	59	8
Black	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
Hispanic	99	263	2	35	51	9	99	263	5	31	54	7	99	263	0	23	66	9
Asian	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Am Ind	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
ELL	100	17	0	11	70	17	100	17	0	0	76	23	100	17	0	5	88	5
FRL	99	339	2	38	48	10	99	339	5	32	54	7	99	339	0	25	63	10
SWD	95	61	0	8	40	45	96	61	0	9	67	19	100	61	1	4	62	31
Migrant	<>						<>						<>					
All 2008-09	99	364	2	38	48	10	99	364	5	33	53	7	99	364	0	25	64	9
All 2007-08	99	369	4	37	49	8	100	369	3	20	64	12	99	369	0	19	68	11
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	98	188	10	38	44	5	99	188	9	27	54	8	100	187	2	28	57	11
Male	100	166	4	30	43	21	100	166	5	17	61	15	100	166	0	27	57	14
Caucasian	100	85	9	37	44	8	100	85	4	27	60	8	100	85	1	40	51	7
Black	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Hispanic	99	256	7	33	44	14	99	256	8	21	56	13	100	255	1	23	59	15
Asian	<>						<>						<>					
Am Ind	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
ELL	100	23	0	13	56	30	100	23	0	4	78	17	100	23	0	4	60	34
FRL	99	264	7	31	47	13	100	264	7	21	58	12	100	264	1	24	60	13
SWD	98	72	5	6	41	44	100	72	6	12	54	26	100	72	2	11	54	31
Migrant	<>						<>						<>					
All 2008-09	99	354	7	34	44	12	99	354	7	22	57	11	100	353	1	28	57	12
All 2007-08	99	362	5	37	40	15	99	362	5	23	48	22	98	362	1	21	60	14
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	99	180	8	50	32	7	99	180	6	27	56	8	98	181	0	16	65	16
Male	100	163	4	38	41	15	99	163	6	31	52	9	100	163	3	16	61	17
Caucasian	98	99	11	50	31	6	98	99	9	38	44	7	98	99	3	19	68	8
Black	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Hispanic	100	229	5	42	40	12	99	229	5	25	58	9	100	230	1	15	62	20
Asian	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Am Ind	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
ELL	100	27	7	18	55	18	100	27	0	18	59	22	100	27	0	11	44	44
FRL	99	233	4	41	39	14	99	233	4	27	57	9	99	234	1	11	66	19
SWD	98	60	3	8	43	43	96	60	5	5	55	31	95	60	3	8	33	50
Migrant	<>						<>						<>					
All 2008-09	99	343	6	44	37	11	99	343	6	29	54	8	99	344	1	16	63	17
All 2007-08	98	352	2	53	32	9	99	352	5	33	44	15	99	352	1	16	63	17
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

11th Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	96	158	3	45	37	9	95	158	3	20	48	23	93	158	0	24	58	10			
Male	97	138	2	39	46	10	97	138	4	26	39	27	95	138	1	28	57	7			
Caucasian	98	84	2	50	40	5	97	84	4	28	40	23	96	84	1	32	57	5			
Black	100	10	0	60	30	10	100	10	10	10	60	20	100	10	0	30	50	20			
Hispanic	96	191	3	39	42	10	96	191	3	23	44	25	94	191	0	24	59	9			
Asian	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
Am Ind	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>			
ELL	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>			
FRL	96	154	1	31	50	13	94	154	2	14	44	32	91	154	0	16	62	11			
SWD	94	38	2	7	28	55	92	38	2	5	15	68	94	38	0	13	47	34			
Migrant	<>						<>						<>								
All 2008-09	97	296	3	42	41	9	96	296	3	23	43	25	94	296	0	26	58	9			
All 2007-08	98	267	5	44	38	10	98	267	4	23	44	26	99	264	1	30	60	6			
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7			
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

Budgeted Expenditures

Includes state general fund operational monies only for 2008-2009

	Expenditure	%
Direct Instruction	18,798,927	59
Instructional Support Services	13,040,537	41
Students	4,426,780	14
Instruction	841,666	3
General Administration	985,215	3
School Administration	2,007,062	6
Central Services	1,351,977	4
Operations & Maintenance	3,278,188	10
Student Transportation	131,575	<1
Other	18,074	<1
Non-Instructional Support	53,580	<1
Food Services	0	0
Community Services	53,580	<1
Capital Outlay	15,000	<1
Total Expenditures	31,908,044	

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Participation

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Member	Points
Adrian Pino	8
Dolores Lola Quintana	9
Jamie Goldberg	8
Julian Luna	0
R. Sam Chavez	6

Source: 2008-09 New Mexico School Board Association Annual Report.

Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials: Statewide: 0.00% District: 0.00%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	0.00%
Low Poverty Schools	1.41%	0.00%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	326	77.6	21.8	0.3
BELEN HIGH	69	68.1	31.9	0.0
BELEN INFINITY HIGH	5	60.0	40.0	0.0
BELEN MIDDLE	48	91.7	8.3	0.0
CENTRAL ELEMENTARY	18	72.2	27.8	0.0
DENNIS CHAVEZ ELEM	34	82.4	14.7	0.0
GIL SANCHEZ ELEM	23	73.9	26.1	0.0
JARAMILLO ELEMENTARY	31	74.2	22.6	0.0
LA MERCED ELEMENTARY	43	79.1	20.9	0.0
LA PROMESA ELEM	25	80.0	20.0	0.0
RIO GRANDE ELEM	26	84.6	15.4	0.0
THE FAMILY SCHOOL	4	50.0	50.0	25.0

Teacher totals may differ because of district assignments.

NDA = No data available

Parent Survey on the Quality of Education

The Quality of Education Survey is provided annually to all parents statewide. These 10 questions are required by state regulation:

- Q1. My child is safe at school.
- Q2. My child's school building is in good repair and has sufficient space to support quality education.
- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
BELEN HIGH	3	1	0	100	0	0	0	0
BELEN HIGH	3	2	0	66.7	0	0	33.3	0
BELEN HIGH	3	3	0	0	33.3	33.3	33.3	0
BELEN HIGH	3	4	0	0	33.3	66.7	0	0
BELEN HIGH	3	5	0	33.3	66.7	0	0	0
BELEN HIGH	3	6	0	33.3	33.3	0	33.3	0
BELEN HIGH	3	7	33.3	66.7	0	0	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
BELEN HIGH	3	8	0	0	33.3	33.3	0	33.3
BELEN HIGH	3	9	0	0	100	0	0	0
BELEN HIGH	3	10	33.3	66.7	0	0	0	0
BELEN INFINITY HIGH	28	1	57.1	42.8	0	0	0	0
BELEN INFINITY HIGH	28	2	14.3	39.3	28.6	17.9	0	0
BELEN INFINITY HIGH	28	3	39.3	57.1	3.6	0	0	0
BELEN INFINITY HIGH	28	4	42.8	57.1	0	0	0	0
BELEN INFINITY HIGH	28	5	50	39.3	7.1	0	3.6	0
BELEN INFINITY HIGH	28	6	46.4	46.4	7.1	0	0	0
BELEN INFINITY HIGH	28	7	25	32.1	25	7.1	7.1	3.6
BELEN INFINITY HIGH	28	8	50	39.3	7.1	3.6	0	0
BELEN INFINITY HIGH	28	9	50	50	0	0	0	0
BELEN INFINITY HIGH	28	10	35.7	57.1	3.6	3.6	0	0
BELEN MIDDLE	2	1	50	50	0	0	0	0
BELEN MIDDLE	2	2	50	50	0	0	0	0
BELEN MIDDLE	2	3	100	0	0	0	0	0
BELEN MIDDLE	2	4	100	0	0	0	0	0
BELEN MIDDLE	2	5	50	50	0	0	0	0
BELEN MIDDLE	2	6	50	0	50	0	0	0
BELEN MIDDLE	2	7	0	50	50	0	0	0
BELEN MIDDLE	2	8	100	0	0	0	0	0
BELEN MIDDLE	2	9	50	0	50	0	0	0
BELEN MIDDLE	2	10	50	0	50	0	0	0
CENTRAL ELEMENTARY	107	1	36.4	53.3	0.9	1.9	6.5	0.9
CENTRAL ELEMENTARY	107	2	65.4	28	1.9	0.9	2.8	0.9
CENTRAL ELEMENTARY	107	3	41.1	45.8	2.8	1.9	2.8	5.6
CENTRAL ELEMENTARY	107	4	35.5	46.7	4.7	2.8	1.9	8.4
CENTRAL ELEMENTARY	107	5	38.3	44.8	1.9	1.9	11.2	1.9
CENTRAL ELEMENTARY	107	6	37.4	41.1	6.5	2.8	5.6	6.5
CENTRAL ELEMENTARY	107	7	22.4	39.2	15.9	6.5	10.3	5.6
CENTRAL ELEMENTARY	107	8	45.8	43	10.3	0.9	0	0
CENTRAL ELEMENTARY	107	9	40.2	46.7	8.4	0	3.7	0.9
CENTRAL ELEMENTARY	107	10	40.2	45.8	10.3	0.9	2.8	0
DENNIS CHAVEZ ELEM	1	1	0	0	100	0	0	0
DENNIS CHAVEZ ELEM	1	2	0	0	0	100	0	0
DENNIS CHAVEZ ELEM	1	3	0	100	0	0	0	0
DENNIS CHAVEZ ELEM	1	4	0	100	0	0	0	0
DENNIS CHAVEZ ELEM	1	5	0	0	100	0	0	0
DENNIS CHAVEZ ELEM	1	6	0	0	100	0	0	0
DENNIS CHAVEZ ELEM	1	7	0	0	100	0	0	0
DENNIS CHAVEZ ELEM	1	8	0	100	0	0	0	0
DENNIS CHAVEZ ELEM	1	9	0	100	0	0	0	0
DENNIS CHAVEZ ELEM	1	10	0	100	0	0	0	0
Districtwide	336	1	45.5	49.7	1.5	0.6	2.4	0.3
Districtwide	336	2	43.2	42.8	8.9	2.7	1.5	0.9
Districtwide	336	3	50.6	40.8	3.9	0.9	1.8	2.1

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
Districtwide	336	4	45.5	45.2	3	1.5	1.2	3.6
Districtwide	336	5	44.3	42	3.9	0.9	8.3	0.6
Districtwide	336	6	44.6	42.8	5.7	1.8	2.4	2.7
Districtwide	336	7	28	42.3	12.8	5.1	7.1	4.8
Districtwide	336	8	53.9	39	4.5	0.9	1.2	0.6
Districtwide	336	9	44.3	45.8	6.2	0.6	2.4	0.6
Districtwide	336	10	42.8	48.5	5.7	0.9	1.8	0.3
GIL SANCHEZ ELEM	***	1						
JARAMILLO ELEMENTARY	135	1	57.8	40	1.5	0	0.7	0
JARAMILLO ELEMENTARY	135	2	37	50.4	9.6	1.5	0	1.5
JARAMILLO ELEMENTARY	135	3	68.1	27.4	3.7	0	0.7	0
JARAMILLO ELEMENTARY	135	4	58.5	39.2	0.7	0	0.7	0.7
JARAMILLO ELEMENTARY	135	5	54.8	37.8	2.2	0.7	4.4	0
JARAMILLO ELEMENTARY	135	6	59.2	37.8	1.5	0	0	1.5
JARAMILLO ELEMENTARY	135	7	32.6	45.2	5.2	5.2	5.2	6.7
JARAMILLO ELEMENTARY	135	8	65.9	32.6	0	0	0.7	0.7
JARAMILLO ELEMENTARY	135	9	54.8	38.5	4.4	0.7	0.7	0.7
JARAMILLO ELEMENTARY	135	10	51.8	45.2	1.5	0.7	0	0.7
LA MERCED ELEMENTARY	50	1	30	70	0	0	0	0
LA MERCED ELEMENTARY	50	2	38	54	6	0	2	0
LA MERCED ELEMENTARY	50	3	36	58	2	0	2	2
LA MERCED ELEMENTARY	50	4	32	58	4	0	2	4
LA MERCED ELEMENTARY	50	5	32	48	2	0	18	0
LA MERCED ELEMENTARY	50	6	28	62	6	2	2	0
LA MERCED ELEMENTARY	50	7	32	52	8	0	8	0
LA MERCED ELEMENTARY	50	8	42	50	2	0	6	0
LA MERCED ELEMENTARY	50	9	28	64	0	2	6	0
LA MERCED ELEMENTARY	50	10	32	56	6	0	6	0
LA PROMESA ELEM	1	1	0	100	0	0	0	0
LA PROMESA ELEM	1	2	0	100	0	0	0	0
LA PROMESA ELEM	1	3	0	100	0	0	0	0
LA PROMESA ELEM	1	4	0	100	0	0	0	0
LA PROMESA ELEM	1	5	0	100	0	0	0	0
LA PROMESA ELEM	1	6	0	100	0	0	0	0
LA PROMESA ELEM	1	7	0	100	0	0	0	0
LA PROMESA ELEM	1	8	0	100	0	0	0	0
LA PROMESA ELEM	1	9	0	100	0	0	0	0
LA PROMESA ELEM	1	10	0	100	0	0	0	0
RIO GRANDE ELEM	9	1	44.4	44.4	11.1	0	0	0
RIO GRANDE ELEM	9	2	11.1	44.4	44.4	0	0	0
RIO GRANDE ELEM	9	3	33.3	44.4	22.2	0	0	0
RIO GRANDE ELEM	9	4	66.7	22.2	11.1	0	0	0
RIO GRANDE ELEM	9	5	33.3	44.4	22.2	0	0	0
RIO GRANDE ELEM	9	6	22.2	33.3	22.2	22.2	0	0
RIO GRANDE ELEM	9	7	22.2	0	66.7	11.1	0	0
RIO GRANDE ELEM	9	8	66.7	33.3	0	0	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
RIO GRANDE ELEM	9	9	33.3	44.4	22.2	0	0	0
RIO GRANDE ELEM	9	10	33.3	55.5	11.1	0	0	0
THE FAMILY SCHOOL	***	1						
(blank) = No data available								