



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Rating: **AYP Not Met SI-2**

District NCLB Rating: **AYP Not Met**

	Total Number	Percent
Schools that Met AYP	4	36.4
Schools in School Improvement	7	63.6
Schools in Corrective Action	0	0
Schools in Restructuring	1	9.1

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

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

Schools need to:

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

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2005-2006 STUDENT DEMOGRAPHICS*

	Belen		STATE WIDE	
	Number	Percent	Number	Percent
Female	2326	47.9	159519	48.6
Male	2525	52.1	168526	51.4
Caucasian	1308	27	102066	31.1
African-American	101	2.1	8226	2.5
Hispanic	3332	68.7	177254	54
Asian/Pacific	24	.5	4136	1.3
American Indian/Alaskan Native	86	1.8	36453	11.1
SWD	1031	21.3	50048	15.3
ELL	306	6.3	70172	21.4
FRLP	3579	73.8	171635	52.3
Migrant	5	.1	1229	0.4

*Source: ADS 40th day submission to Public Education Department.

School Name	NCLB Determination	Sanction	School Name	NCLB Determination	Sanction
Belen (Alt) Infinity HS	AYP Not Met	SI-2	Belen HS	AYP Not Met	SI-2
Belen MS	AYP Not Met	Restructuring 1	Central ES	Meets AYP	None
Dennis Chavez ES	AYP Not Met	SI-1	Gil Sanchez ES	AYP Not Met	SI-1
Jaramillo ES	Meets AYP	None	La Merced ES	AYP Not Met	SI-1
La Promesa ES	Meets AYP	SI-2 delay	Rio Grande ES	AYP Not Met	SI-1
The Family Sch	Meets AYP	None			

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools.

Results are not reported for subgroups with less than 10 students and is indicated by ***.

School Name	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE						American Indian/Alaskan Native	FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific				
All Students In Grades 3, 4 & 5	Math Proficiency	28	34.5	43.0	27.3	32.3	***	27.3	34.7	22.2	13.5
All Students In Grades 6, 7 & 8	Math Proficiency	15	23.7	28.0	17.7	22.5	***	17.7	22.3	17.7	7.2
All Students In Grades 9 & 11	Math Proficiency	22	21.5	24.3	9.1	20.6	***	14.3	16.2	5.9	5.0
Central ES	Math Proficiency	23	22.9	15.6	***	25.2	***	***	22.9	23.0	14.3
Dennis Chavez ES	Math Proficiency	23	47.1	55.6	***	43.4	***	***	47.1	30.7	7.1
Gil Sanchez ES	Math Proficiency	23	45.8	60	***	41.8	***	***	45.8	31.8	8.1
Jaramillo ES	Math Proficiency	28	28.8	***	***	31.3	***	***	28.8	***	***
La Merced ES	Math Proficiency	23	30.7	42.2	***	25.7	***	***	30.9	11.1	9.7
La Promesa ES	Math Proficiency	23	32.4	35.3	***	31.8	***	***	32.4	23.2	4.6
Rio Grande ES	Math Proficiency	23	35.8	62.1	***	29.8	***	***	35.8	***	16.1
The Family Sch	Math Proficiency	19	38.5	31.8	***	44.8	***	***	37.3	***	***
Belen (Alt) Infinity HS	Math Proficiency	22	0	***	***	***	***	***	0	***	***
Belen HS	Math Proficiency	22	22.7	25.0	9.1	22.0	***	15.4	17.8	5.8	5.2
Belen MS	Math Proficiency	15	19.1	22.2	15.4	18.2	***	20.0	15.5	12.2	8.6
All Students In Grades 3, 4 & 5	Reading Proficiency	45	55.0	70.1	36.4	50.8	***	45.5	54.0	34.2	23.6
All Students In Grades 6, 7 & 8	Reading Proficiency	38	41.4	50.6	52.9	38.1	***	23.5	38.3	27.9	12.1
All Students In Grades 9 & 11	Reading Proficiency	41	46.2	53.8	54.6	43.6	***	21.4	37.3	17.7	10.9
Central ES	Reading Proficiency	40	47.7	62.2	***	44.5	***	***	47.7	23.1	24.5
Dennis Chavez ES	Reading Proficiency	40	60.0	75.6	***	54.1	***	***	60.0	30.8	21.4
Gil Sanchez ES	Reading Proficiency	40	56.3	65.7	***	55.3	***	***	56.3	40.9	18.9
Jaramillo ES	Reading Proficiency	45	59.3	***	***	62.5	***	***	59.3	***	***
La Merced ES	Reading Proficiency	40	53.8	69.9	***	46.4	***	***	49.8	11.1	19.4
La Promesa ES	Reading Proficiency	40	47.6	64.7	***	44.3	***	***	47.6	32.6	18.2
Rio Grande ES	Reading Proficiency	40	50.7	75.9	***	44.7	***	***	50.7	***	12.9
The Family Sch	Reading Proficiency	41	53.9	45.5	***	62.1	***	***	52.9	***	***
Belen (Alt) Infinity HS	Reading Proficiency	41	23.1	***	***	***	***	***	23.1	***	***
Belen HS	Reading Proficiency	41	47.4	54.2	54.6	45.0	***	23.1	38.4	17.7	11.3
Belen MS	Reading Proficiency	41	39.0	45.5	53.9	36.5	***	26.7	33.8	31.7	12.6
<<<Statewide>>>	Attendance Rate	92	94.7	95.5	95.3	94.6	97.1	92.9	94.3	94.2	93.8
---District---	Attendance Rate	92	92.4	92.8	91.7	92.2	96.5	92.1	93.0	94.3	90.7
All Students In Grades 3, 4 & 5	Attendance Rate	92	95.2	95.4	95.7	95.1	97.4	94.1	95.1	94.7	94.9
All Students In Grades 6, 7 & 8	Attendance Rate	92	94.1	94.4	94.2	94.1	***	91.7	94.0	96.8	92.4
All Students In Grades 9 & 11	Attendance Rate	92	86.6	88.1	83.0	85.8	***	89.7	85.5	82.6	82.8
Belen MS	Attendance Rate	92	93.4	93.7	94.1	93.3	***	91.9	93.2	96.5	91.5
Central ES	Attendance Rate	92	94.7	94.8	96.5	94.6	***	***	94.7	***	93.7
Dennis Chavez ES	Attendance Rate	92	94.2	94.9	94.0	94.0	***	***	94.2	95.2	94.1
Gil Sanchez ES	Attendance Rate	92	95.1	94.9	***	95.3	***	95.3	95.2	96.6	95.2
Jaramillo ES	Attendance Rate	92	95.0	95.0	95.5	95.1	***	92.8	95.1	94.9	94.4
La Merced ES	Attendance Rate	92	96.3	96.6	97.5	96.2	***	94.8	96.1	95.1	95.9
La Promesa ES	Attendance Rate	92	94.4	93.6	***	94.6	***	***	94.3	94.1	93.8
Rio Grande ES	Attendance Rate	92	95.6	95.4	***	95.6	***	***	95.7	91.8	95.2

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools.

Results are not reported for subgroups with less than 10 students and is indicated by ***.

School Name	Academic Indicator	PERCENT OF STUDENTS PROFICIENT OR ABOVE							American Indian/Alaskan Native	FRLP	ELL	SWD
		NCLB Goal	ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific					
The Family Sch	Attendance Rate	92	97.3	97.6	***	97.2	***	***	97.5	***	***	
<<<Statewide>>>	Graduation Rate	90	87.0	91.4	88.0	85.3	87.6	79.7	84.4	74.9	81.7	
---Districtwide---	Graduation Rate	90	80.4	78.0	***	81.4	***	***	83.3	***	61.4	
Belen (Alt) Infinity Hs	Graduation Rate	90	61.5	***	***	***	***	***	66.7	***	***	
Belen Hs	Graduation Rate	90	81.3	77.5	***	83.2	***	***	85.4	***	62.5	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the New Mexico Standards Based Assessment (NMSBA), the New Mexico High School Standards Assessment (NMHSSA) and the NM Alternate (NMALT) for Students with Disabilities. These assessment were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2005-06 school year. The assessments were administered during March 2006. Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	186	5	52	34	8	0	100	186	1	34	56	6	0
	Male	100	180	2	48	28	20	0	100	180	2	36	52	8	0
Ethnicity	Caucasian	100	89	8	58	23	8	0	100	89	1	47	48	3	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	264	2	48	33	15	0	100	264	2	32	56	9	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	100	71	1	30	30	36	0	100	71	2	16	64	15	0
	ELL*	100	46	0	43	32	23	0	100	46	0	23	65	10	0
	FRLP	100	343	3	50	32	13	0	100	343	1	35	54	7	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	366	4	50	31	13	0	100	366	2	35	54	7	0
	2004-05	97	349	1	46	27	23	3	100	349	0	29	62	8	3
NM State	2005-06	99	24090	6	48	29	15	0	99	24105	4	41	46	7	0
	2004-05	98	23593	5	50	27	16	2	99	23582	4	39	49	7	1

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	178	7	52	31	7	0	100	177	6	32	54	6	0
	Male	99	176	5	39	37	17	0	100	176	4	30	48	16	0
Ethnicity	Caucasian	100	84	7	63	19	10	0	100	84	9	42	38	9	0
	African-American	100	14	7	50	42	0	0	100	14	7	28	64	0	0
	Hispanic	99	251	5	40	39	14	0	100	250	4	26	56	13	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	98	80	1	17	42	37	1	100	80	1	12	58	27	0
	ELL*	100	39	2	20	46	30	0	100	39	0	23	58	17	0
	FRLP	99	335	6	45	34	13	0	100	334	5	31	50	12	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	354	6	46	34	12	0	100	353	5	31	51	11	0
	2004-05	98	375	5	38	39	16	2	100	374	5	21	58	15	1
NM State	2005-06	99	23816	10	43	34	11	0	99	23833	8	32	48	10	0
	2004-05	98	23970	10	42	35	11	2	99	23966	7	32	50	10	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	185	15	47	28	8	0	99	185	3	27	56	12	0
	Male	98	205	9	35	41	12	1	99	205	3	19	52	23	0
Ethnicity	Caucasian	99	101	20	51	22	3	0	99	101	5	24	57	10	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	268	10	38	38	12	0	99	268	2	22	53	20	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	98	95	2	16	48	31	1	98	95	0	8	44	46	1
	ELL*	100	44	6	22	36	34	0	97	44	4	11	54	27	2
	FRLP	99	356	11	40	36	10	0	99	356	3	22	53	19	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	390	12	41	35	10	0	99	390	3	22	54	18	0
	2004-05	99	373	16	39	34	10	1	99	374	2	17	58	23	1
NM State	2005-06	99	24194	14	42	33	9	0	99	24199	6	28	49	15	0
	2004-05	99	24660	16	41	33	10	1	99	24659	4	23	57	15	1

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	181	7	44	43	4	0	100	181	7	28	44	19	0
	Male	99	187	4	34	48	11	0	99	187	5	22	45	25	0
Ethnicity	Caucasian	100	97	9	50	34	6	0	100	97	8	31	43	16	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	263	4	36	50	7	0	99	263	5	23	46	24	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Status	SWD**	98	80	0	11	61	26	1	98	80	1	2	48	47	0
	ELL*	100	29	3	20	62	13	0	100	29	3	24	48	24	0
	FRLP	99	343	6	38	46	8	0	99	343	6	25	44	23	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	368	6	39	45	8	0	99	368	6	25	45	22	0
	2004-05	100	367	5	36	51	8	0	100	367	1	14	59	26	0
NM State	2005-06	99	24598	4	35	48	10	0	97	24608	4	19	51	22	2
	2004-05	99	25022	4	37	48	10	1	99	25010	4	18	54	24	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	164	3	38	51	7	0	100	164	0	17	54	27	0
	Male	100	194	2	29	45	22	0	99	195	0	17	51	30	0
Ethnicity	Caucasian	100	100	2	37	49	12	0	100	100	1	19	60	20	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	100	240	2	32	48	16	0	99	241	0	17	50	31	0
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	11	9	27	45	18	0	100	11	0	27	36	36	0	
Status	SWD**	100	82	4	6	46	42	0	100	82	0	8	26	64	0
	ELL*	100	34	5	26	44	23	0	100	34	0	17	47	35	0
	FRLP	100	290	2	30	49	17	0	99	291	0	15	52	30	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	358	2	33	48	15	0	99	359	0	17	52	28	0
	2004-05	99	391	3	33	46	18	1	99	391	1	11	53	34	1
NM State	2005-06	99	25165	5	44	38	10	0	97	25180	3	19	47	26	2
	2004-05	99	25499	7	43	38	11	1	99	25492	2	18	50	29	1

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	198	1	46	41	10	0	98	198	0	18	53	27	1
	Male	100	199	0	30	45	24	0	99	199	2	19	40	38	0
Ethnicity	Caucasian	100	113	0	49	39	10	0	100	113	1	23	51	23	0
	African-American	100	***	***	***	***	***	***	100	***	***	***	***	***	***
	Hispanic	100	262	1	33	46	19	0	98	262	0	17	44	36	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	***	***	***	***	***	***	100	***	***	***	***	***	***	
Status	SWD**	100	89	2	11	35	50	0	100	89	0	5	21	73	0
	ELL*	100	11	0	36	36	27	0	100	11	0	9	45	45	0
	FRLP	100	274	0	33	45	21	0	98	274	0	15	43	40	1
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	100	397	0	38	43	17	0	99	397	1	18	46	32	0
	2004-05	98	375	1	33	42	23	2	99	375	1	17	53	29	1
NM State	2005-06	99	25652	3	47	38	10	0	97	25659	4	22	47	23	2
	2004-05	99	25835	3	48	36	11	1	99	25825	4	20	51	24	1

*ELL - English Language Learners

**SWD - Students with Disabilities.

9TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	96	173	0	46	31	18	3	97	173	1	23	57	15	2
	Male	97	235	0	33	25	38	2	96	235	0	22	48	25	3
Ethnicity	Caucasian	100	126	0	44	23	30	0	100	126	1	25	54	18	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	95	265	0	36	30	27	4	95	265	1	21	51	21	4
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	100	12	0	33	16	50	0	100	12	0	16	41	41	0	
Status	SWD**	92	85	1	4	17	69	7	89	85	0	2	35	51	10
	ELL*	69	13	0	15	23	30	30	92	13	0	15	53	23	7
	FRLP	96	224	0	32	31	33	3	95	224	0	16	55	23	4
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	97	408	0	38	27	29	2	97	408	1	22	52	20	2
	2004-05	99	436	1	34	31	33	1	97	435	0	18	51	28	3
NM State	2005-06	97	28060	1	42	28	25	2	97	28040	5	27	48	16	2
	2004-05	97	27637	2	41	29	25	3	96	27618	5	29	44	18	4

11TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	134	10	46	33	9	0	99	134	2	16	51	28	0
	Male	98	169	4	45	28	20	1	98	169	5	15	49	28	1
Ethnicity	Caucasian	100	80	10	52	23	13	0	100	80	6	16	51	26	0
	African-American	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	Hispanic	99	201	5	44	32	16	0	98	201	3	14	50	28	1
	Asian/Pacific	***	***	***	***	***	***	***	***	***	***	***	***	***	***
American Indian/Alaskan Native	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Status	SWD**	98	52	1	13	38	44	1	100	52	1	5	25	67	0
	ELL*	***	***	***	***	***	***	***	***	***	***	***	***	***	***
	FRLP	100	141	4	38	40	16	0	99	141	2	11	49	35	0
	Migrant	***	***	***	***	***	***	***	***	***	***	***	***	***	***
All Students	2005-06	99	303	6	45	31	15	0	99	303	4	15	50	28	0
	2004-05	100	270	14	47	27	12	0	99	270	4	23	46	26	1
NM State	2005-06	98	20449	12	45	27	12	1	97	20470	6	23	45	21	2
	2004-05	95	20322	12	45	28	11	5	95	20323	7	23	44	21	5

*ELL - English Language Learners

**SWD - Students with Disabilities.

School Board Member Participation*

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

Board Member	Number of Points
Luna, Julian	3
Quintana, Dolores	10
Chavez, R. Sam	7
Goldberg, Jamie	8
Pino, Adrian	7

Source: 2005-06 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Budgeted Expenditures

	Expenditure	Percent
Direct Instruction	\$16993091	57
Instructional Support	6152836	21
Administration	1089340	4
Business and Support Services	549261	2
Operations/Maintenance of Plant	4010129	13
Food Services	0	0
Athletics	487656	2
Non-Instructional Student Support	74973	0
Community Services	120773	0
Transportation Services	0	0
Capital Outlay	425000	1
Total	\$29903059	100

Source: Preliminary end of year school-reported budgeted expenditures to NM Public Education Department School Budget office as of September 27, 2006 reports.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials:		STATE WIDE	0.68%	DISTRICT	0 %
		Emergency or Provisional Credentials.		Core Classes and Highly Qualified Teachers.	
Percent of Teachers High Poverty Schools		0.79%		94.8%	
Percent of Teachers Low Poverty Schools		0.72%		87.7%	
	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes taught by Highly Qualified Teachers* Spring 2006	
STATE WIDE	24102	62.3%	37.7%	90.7%	
Belen District Wide	333	74.5	25.5	95	
Belen (Alt) Infinity HS	3	33.3	66.7	95.9	
Belen HS	69	72.5	27.5	94.8	
Belen MS	53	71.7	28.3	91.3	
Central ES	20	70	30	100	
Dennis Chavez ES	23	82.6	17.4	100	
Gil Sanchez ES	29	75.9	24.1	100	
Jaramillo ES	40	77.5	22.5	96	
La Merced ES	38	73.7	26.3	93.5	
La Promesa ES	20	75	25	93.9	
Rio Grande ES	27	77.8	22.2	100	
The Family Sch	4	75	25	77.8	

* See explanation of data source on last page.

*** = missing or not available

Note: Difference in teacher totals and school totals may occur because of district assignments.

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	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Belen District Total	1	128	179	15	13	6	2	37.3	52.2	4.4	3.8	1.7	.6
Belen District Total	2	72	190	52	17	9	3	21	55.4	15.2	5	2.6	.9
Belen District Total	3	156	142	16	15	12	2	45.5	41.4	4.7	4.4	3.5	.6
Belen District Total	4	159	148	16	15	1	4	46.4	43.1	4.7	4.4	.3	1.2
Belen District Total	5	89	151	22	7	30	4	29.4	49.8	7.3	2.3	9.9	1.3
Belen District Total	6	120	154	31	18	14	6	35	44.9	9	5.2	4.1	1.7
Belen District Total	7	65	126	57	23	26	46	19	36.7	16.6	6.7	7.6	13.4
Belen District Total	8	166	140	6	25	2	4	48.4	40.8	1.7	7.3	.6	1.2
Belen District Total	9	116	165	21	18	16	4	34.1	48.5	6.2	5.3	4.7	1.2
Belen District Total	10	133	163	30	10	1	6	38.8	47.5	8.7	2.9	.3	1.7
Belen (Alt) Infinity HS	1	15	18	***	1	***	***	44.1	52.9	***	2.9	***	***
Belen (Alt) Infinity HS	2	6	14	8	6	***	***	17.6	41.2	23.5	17.6	***	***
Belen (Alt) Infinity HS	3	13	20	1	***	***	***	38.2	58.8	2.9	***	***	***
Belen (Alt) Infinity HS	4	23	11	***	***	***	***	67.6	32.4	***	***	***	***
Belen (Alt) Infinity HS	5	15	18	1	***	***	***	44.1	52.9	2.9	***	***	***
Belen (Alt) Infinity HS	6	15	18	1	***	***	***	44.1	52.9	2.9	***	***	***
Belen (Alt) Infinity HS	7	5	14	10	3	1	1	14.7	41.2	29.4	8.8	2.9	2.9
Belen (Alt) Infinity HS	8	17	17	***	***	***	***	50	50	***	***	***	***
Belen (Alt) Infinity HS	9	10	24	***	***	***	***	29.4	70.6	***	***	***	***
Belen (Alt) Infinity HS	10	6	23	5	***	***	***	17.6	67.6	14.7	***	***	***
La Promesa ES	1	***	***	***	***	***	***	***	***	***	***	***	***
La Promesa ES	2	***	***	***	***	***	***	***	***	***	***	***	***
La Promesa ES	3	***	***	***	***	***	***	***	***	***	***	***	***
La Promesa ES	4	***	***	***	***	***	***	***	***	***	***	***	***
La Promesa ES	5	***	***	***	***	***	***	***	***	***	***	***	***
La Promesa ES	6	***	***	***	***	***	***	***	***	***	***	***	***
La Promesa ES	7	***	***	***	***	***	***	***	***	***	***	***	***
La Promesa ES	8	***	***	***	***	***	***	***	***	***	***	***	***
La Promesa ES	9	***	***	***	***	***	***	***	***	***	***	***	***

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	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
La Promesa ES	10	***	***	***	***	***	***	***	***	***	***	***	***
The Family Sch	1	24	21	***	***	***	1	52.2	45.7	***	***	***	2.2
The Family Sch	2	4	22	18	2	***	***	8.7	47.8	39.1	4.3	***	***
The Family Sch	3	39	6	***	***	***	1	84.8	13	***	***	***	2.2
The Family Sch	4	33	12	1	***	***	***	71.7	26.1	2.2	***	***	***
The Family Sch	5	***	6	1	***	***	***	***	85.7	14.3	***	***	***
The Family Sch	6	25	17	2	1	***	1	54.3	37	4.3	2.2	***	2.2
The Family Sch	7	1	4	***	***	1	40	2.2	8.7	***	***	2.2	87
The Family Sch	8	32	12	***	***	***	2	69.6	26.1	***	***	***	4.3
The Family Sch	9	26	16	2	1	***	1	56.5	34.8	4.3	2.2	***	2.2
The Family Sch	10	20	23	3	***	***	***	43.5	50	6.5	***	***	***
Belen MS	1	1	6	***	2	***	***	11.1	66.7	***	22.2	***	***
Belen MS	2	***	6	2	1	***	***	***	66.7	22.2	11.1	***	***
Belen MS	3	2	3	3	1	***	***	22.2	33.3	33.3	11.1	***	***
Belen MS	4	2	4	2	1	***	***	22.2	44.4	22.2	11.1	***	***
Belen MS	5	2	3	3	***	1	***	22.2	33.3	33.3	***	11.1	***
Belen MS	6	2	3	1	3	***	***	22.2	33.3	11.1	33.3	***	***
Belen MS	7	1	3	3	1	1	***	11.1	33.3	33.3	11.1	11.1	***
Belen MS	8	2	3	***	4	***	***	22.2	33.3	***	44.4	***	***
Belen MS	9	1	4	2	***	2	***	11.1	44.4	22.2	***	22.2	***
Belen MS	10	3	2	3	1	***	***	33.3	22.2	33.3	11.1	***	***
Belen HS	1	1	16	9	5	1	***	3.1	50	28.1	15.6	3.1	***
Belen HS	2	2	21	5	3	1	***	6.3	65.6	15.6	9.4	3.1	***
Belen HS	3	3	15	6	7	1	***	9.4	46.9	18.8	21.9	3.1	***
Belen HS	4	3	17	5	7	***	***	9.4	53.1	15.6	21.9	***	***
Belen HS	5	5	18	3	2	4	***	15.6	56.3	9.4	6.3	12.5	***
Belen HS	6	***	12	11	5	3	1	***	37.5	34.4	15.6	9.4	3.1
Belen HS	7	8	16	3	3	1	1	25	50	9.4	9.4	3.1	3.1
Belen HS	8	***	19	3	9	1	***	***	59.4	9.4	28.1	3.1	***

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Belen HS	9	1	16	6	7	2	***	3.1	50	18.8	21.9	6.3	***
Belen HS	10	7	17	5	2	***	1	21.9	53.1	15.6	6.3	***	3.1
Central ES	1	2	3	1	2	***	***	25	37.5	12.5	25	***	***
Central ES	2	***	1	5	2	***	***	***	12.5	62.5	25	***	***
Central ES	3	1	3	1	3	***	***	12.5	37.5	12.5	37.5	***	***
Central ES	4	2	3	***	3	***	***	25	37.5	***	37.5	***	***
Central ES	5	3	2	2	***	***	***	42.9	28.6	28.6	***	***	***
Central ES	6	2	2	1	3	***	***	25	25	12.5	37.5	***	***
Central ES	7	2	1	2	3	***	***	25	12.5	25	37.5	***	***
Central ES	8	2	2	1	3	***	***	25	25	12.5	37.5	***	***
Central ES	9	2	2	1	3	***	***	25	25	12.5	37.5	***	***
Central ES	10	3	3	***	2	***	***	37.5	37.5	***	25	***	***
La Merced ES	1	2	10	1	***	1	***	14.3	71.4	7.1	***	7.1	***
La Merced ES	2	2	8	2	1	***	1	14.3	57.1	14.3	7.1	***	7.1
La Merced ES	3	***	10	1	2	1	***	***	71.4	7.1	14.3	7.1	***
La Merced ES	4	2	9	2	1	***	***	14.3	64.3	14.3	7.1	***	***
La Merced ES	5	1	7	2	1	3	***	7.1	50	14.3	7.1	21.4	***
La Merced ES	6	2	5	5	***	1	1	14.3	35.7	35.7	***	7.1	7.1
La Merced ES	7	***	4	5	4	1	***	***	28.6	35.7	28.6	7.1	***
La Merced ES	8	4	8	2	***	***	***	28.6	57.1	14.3	***	***	***
La Merced ES	9	1	7	3	***	***	***	9.1	63.6	27.3	***	***	***
La Merced ES	10	4	7	1	***	1	1	28.6	50	7.1	***	7.1	7.1
Rio Grande ES	1	***	4	***	***	***	***	***	100	***	***	***	***
Rio Grande ES	2	***	3	***	1	***	***	***	75	***	25	***	***
Rio Grande ES	3	***	4	***	***	***	***	***	100	***	***	***	***
Rio Grande ES	4	***	3	***	***	***	1	***	75	***	***	***	25
Rio Grande ES	5	1	3	***	***	***	***	25	75	***	***	***	***
Rio Grande ES	6	1	2	***	***	***	1	25	50	***	***	***	25
Rio Grande ES	7	***	2	2	***	***	***	***	50	50	***	***	***

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	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Rio Grande ES	8	1	3	***	***	***	***	25	75	***	***	***	***
Rio Grande ES	9	***	4	***	***	***	***	***	100	***	***	***	***
Rio Grande ES	10	1	1	***	***	***	2	25	25	***	***	***	50
Gil Sanchez ES	1	18	23	***	2	1	***	40.9	52.3	***	4.5	2.3	***
Gil Sanchez ES	2	17	24	***	1	2	***	38.6	54.5	***	2.3	4.5	***
Gil Sanchez ES	3	17	20	1	2	4	***	38.6	45.5	2.3	4.5	9.1	***
Gil Sanchez ES	4	18	22	2	2	***	***	40.9	50	4.5	4.5	***	***
Gil Sanchez ES	5	17	17	2	1	7	***	38.6	38.6	4.5	2.3	15.9	***
Gil Sanchez ES	6	16	19	2	3	4	***	36.4	43.2	4.5	6.8	9.1	***
Gil Sanchez ES	7	4	17	8	5	10	***	9.1	38.6	18.2	11.4	22.7	***
Gil Sanchez ES	8	24	16	***	4	***	***	54.5	36.4	***	9.1	***	***
Gil Sanchez ES	9	18	16	3	3	3	1	40.9	36.4	6.8	6.8	6.8	2.3
Gil Sanchez ES	10	16	23	3	1	***	1	36.4	52.3	6.8	2.3	***	2.3
Jaramillo ES	1	62	73	3	1	3	1	43.4	51	2.1	.7	2.1	.7
Jaramillo ES	2	40	85	10	***	6	2	28	59.4	7	***	4.2	1.4
Jaramillo ES	3	78	55	3	***	6	1	54.5	38.5	2.1	***	4.2	.7
Jaramillo ES	4	71	64	4	***	1	3	49.7	44.8	2.8	***	.7	2.1
Jaramillo ES	5	42	72	8	3	14	4	29.4	50.3	5.6	2.1	9.8	2.8
Jaramillo ES	6	55	71	7	2	6	2	38.5	49.7	4.9	1.4	4.2	1.4
Jaramillo ES	7	42	62	20	4	11	4	29.4	43.4	14	2.8	7.7	2.8
Jaramillo ES	8	79	57	***	4	1	2	55.2	39.9	***	2.8	.7	1.4
Jaramillo ES	9	56	69	4	3	9	2	39.2	48.3	2.8	2.1	6.3	1.4
Jaramillo ES	10	70	60	8	4	***	1	49	42	5.6	2.8	***	.7
Dennis Chavez ES	1	3	5	1	***	***	***	33.3	55.6	11.1	***	***	***
Dennis Chavez ES	2	1	6	2	***	***	***	11.1	66.7	22.2	***	***	***
Dennis Chavez ES	3	3	6	***	***	***	***	33.3	66.7	***	***	***	***
Dennis Chavez ES	4	5	3	***	1	***	***	55.6	33.3	***	11.1	***	***
Dennis Chavez ES	5	3	5	***	***	1	***	33.3	55.6	***	***	11.1	***
Dennis Chavez ES	6	2	5	1	1	***	***	22.2	55.6	11.1	11.1	***	***

Parent Survey on the Quality of Education

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- Q1. My child is safe at school.
 - Q2. My child's school building is in good repair and has sufficient space to support quality education.
 - Q3. My child's school holds high expectations for academic achievement.
 - Q4. School personnel encourage me to participate in my child's education.
 - Q5. The school offers adequate access to up-to-date computers and technologies.
 - Q6. School staff maintains consistent discipline, which is conducive to learning.
 - Q7. My child has an adequate choice of school-sponsored extracurricular activities.
 - Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
 - Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
 - Q10. My child takes responsibility for his or her learning.
- * *** indicates no data reported.

= Number % = Percent

SQ# = Question Number

SA Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

K=Do not know O=No Opinion

	SQ #	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O
STATE WIDE	1	25114	45988	4272	1610	3421	3688	29.9	54.7	5.1	1.9	4.1	4.4
	2	22527	43569	7926	3156	3407	3586	26.8	51.8	9.4	3.7	4.0	4.3
	3	27588	43088	4786	1582	3043	3913	32.8	51.3	5.7	1.9	3.6	4.7
	4	27390	40986	7317	2330	1948	4168	32.6	48.7	8.7	2.8	2.3	5.0
	5	22179	41630	5507	1821	8948	3935	26.4	49.5	6.6	2.2	10.6	4.7
	6	22823	44192	6200	2663	4456	4026	27.1	52.4	7.3	3.2	5.3	4.8
	7	17303	39472	11309	3878	7425	4667	20.6	47.0	13.5	4.6	8.8	5.6
	8	33766	38615	4847	1861	1263	3707	40.2	45.9	5.8	2.2	1.5	4.4
	9	22702	44122	5475	1868	5748	4053	27.0	52.5	6.5	2.2	6.8	4.8
	10	28703	43077	5627	1522	1224	3866	34.2	51.3	6.7	1.8	1.5	4.6
Dennis Chavez ES	7	2	3	4	***	***	***	22.2	33.3	44.4	***	***	***
Dennis Chavez ES	8	5	3	***	1	***	***	55.6	33.3	***	11.1	***	***
Dennis Chavez ES	9	1	7	***	1	***	***	11.1	77.8	***	11.1	***	***
Dennis Chavez ES	10	3	4	2	***	***	***	33.3	44.4	22.2	***	***	***

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD - Students with Disabilities

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2005-06 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from the report:

For the Spring 2006 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 10/20/2006.

Feeder Schools Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequately Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free and Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free and Reduced Lunch (Bottom 25%).