



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

Printed: 10/14/2008

BELEN

NO CHILD LEFT BEHIND SUMMARY

BELEN

AYP Rating: AYP Not Met

Improvement Status: SI-2

	Total Number	Percent
Schools rated in district	11	100
Schools in School Improvement	4	36
Schools in Corrective Action	2	18
Schools in Restructuring	1	9

What is Adequate Yearly Progress (AYP)?

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

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

Schools need to:

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

Who has to meet AYP?

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

THIS REPORT INCLUDES:

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

2006-2007 STUDENT DEMOGRAPHICS*

	BELEN		STATE WIDE	
	Number	Percent	Number	Percent
Female	2260	47.5	159155	48.8
Male	2495	52.5	167000	51.2
Caucasian	1253	26.4	99600	30.5
African-American	113	2.4	8523	2.6
Hispanic	3265	68.7	178091	54.6
Asian/Pacific Islander	26	0.5	4246	1.3
American Indian	98	2.1	35679	10.9
English Language Learners	312	6.6	60832	18.7
Students with Disabilities	979	20.6	48634	14.9
Free/Reduced Lunch Program	3632	76.4	193840	59.4
Migrant	0	0.0	796	0.2

*Source: STARS 120th day submission to Public Education Department.

NO CHILD LEFT BEHIND**2007-08 STATE ACCOUNTABILITY DATA (AYP)**

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

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE								
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native	FRLP	ELL	SWD
All Students in Grades 3, 4 & 5	Reading Proficiency	49	54.1	63.9	44.4	50.9	***	45.5	52.9	45.0	25.7
All students in Grades 6, 7 & 8	Reading Proficiency	42	44.9	54.4	25.0	42.4	***	20.0	40.4	30.2	9.7
All Students in Grades 9 & 11	Reading Proficiency	45	34.9	45.0	50.0	30.5	***	18.2	26.7	30.4	4.4
BELEN HIGH	Reading Proficiency	45	36.0	45.2	53.9	31.8	***	20.0	28.2	30.8	6.0
BELEN INFINITY HIGH	Reading Proficiency	45	***	***	***	***	***	***	***	***	***
BELEN MIDDLE	Reading Proficiency	45	47.4	56.7	40.0	44.7	***	33.3	41.6	32.5	13.6
CENTRAL ELEMENTARY	Reading Proficiency	44	50.2	60.0	***	50.6	***	***	50.2	48.4	41.9
DENNIS CHAVEZ ELEM	Reading Proficiency	44	52.2	55.6	***	51.2	***	***	52.2	16.7	31.8
GIL SANCHEZ ELEM	Reading Proficiency	44	54.0	64.7	***	53.2	***	***	54.0	43.8	24.4
JARAMILLO ELEMENTARY	Reading Proficiency	49	47.7	62.5	***	42.6	***	***	47.7	***	15.4
LA MERCED ELEMENTARY	Reading Proficiency	44	54.2	61.6	***	48.6	***	***	49.0	27.3	19.6
LA PROMESA ELEM	Reading Proficiency	44	41.4	64.7	***	36.8	***	***	41.4	26.5	4.2
RIO GRANDE ELEM	Reading Proficiency	44	46.1	64.3	***	41.3	***	***	46.1	21.1	6.7
THE FAMILY SCHOOL	Reading Proficiency	45	65.3	54.6	***	76.9	***	***	65.3	***	***
All Students in Grades 3, 4 & 5	Math Proficiency	33	35.3	46.3	22.2	31.6	***	36.4	34.2	28.7	16.8
All students in Grades 6, 7 & 8	Math Proficiency	20	21.7	31.0	16.7	18.5	***	20.0	18.4	14.0	4.6
All Students in Grades 9 & 11	Math Proficiency	27	20.4	31.5	16.7	15.9	***	18.2	14.2	12.9	2.6
BELEN HIGH	Math Proficiency	27	21.3	32.6	23.1	16.5	***	20.0	15.6	13.0	4.3
BELEN INFINITY HIGH	Math Proficiency	27	***	***	***	***	***	***	***	***	***
BELEN MIDDLE	Math Proficiency	20	19.7	29.3	10.0	16.1	***	33.3	14.0	12.5	6.8
CENTRAL ELEMENTARY	Math Proficiency	28	25.1	22.2	***	27.2	***	***	25.1	20.6	9.3
DENNIS CHAVEZ ELEM	Math Proficiency	28	36.3	48.2	***	32.0	***	***	36.3	25.0	11.4
GIL SANCHEZ ELEM	Math Proficiency	28	38.0	55.9	***	34.2	***	***	38.0	31.3	12.2
JARAMILLO ELEMENTARY	Math Proficiency	33	29.2	31.3	***	27.7	***	***	29.2	***	7.7
LA MERCED ELEMENTARY	Math Proficiency	28	35.5	48.8	***	27.8	***	***	32.1	18.2	27.5
LA PROMESA ELEM	Math Proficiency	28	39.4	41.2	***	39.1	***	***	39.4	32.4	4.2
RIO GRANDE ELEM	Math Proficiency	28	27.0	39.3	***	23.9	***	***	27.0	15.8	20.0
THE FAMILY SCHOOL	Math Proficiency	24	34.7	31.8	***	38.5	***	***	34.7	***	***
All Students in Grades 3, 4 & 5	Attendance Rate	92	95.1	94.9	95.7	95.1	***	95.5	95.0	95.3	94.1
All students in Grades 6, 7 & 8	Attendance Rate	92	94.7	94.6	92.5	94.8	***	94.4	94.3	95.2	93.2
BELEN MIDDLE	Attendance Rate	92	94.6	94.6	91.6	94.8	***	93.9	93.8	96.2	92.8
CENTRAL ELEMENTARY	Attendance Rate	92	94.7	94.1	***	94.9	***	***	94.7	94.8	93.5
DENNIS CHAVEZ ELEM	Attendance Rate	92	94.1	94.9	***	93.8	***	***	94.1	93.9	93.8
GIL SANCHEZ ELEM	Attendance Rate	92	94.8	93.3	***	95.1	***	***	94.8	95.4	95.4
JARAMILLO ELEMENTARY	Attendance Rate	92	94.7	95.6	***	94.6	***	***	94.7	***	95.1

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
LA MERCED ELEMENTARY	Attendance Rate	92	95.2	95.4	***	95.0	***	***	94.9	94.6	94.3	
LA PROMESA ELEM	Attendance Rate	92	95.1	93.7	***	95.4	***	***	95.1	95.4	94.0	
RIO GRANDE ELEM	Attendance Rate	92	94.5	94.7	***	94.4	***	***	94.5	94.2	92.6	
THE FAMILY SCHOOL	Attendance Rate	92	97.9	98.0	***	97.9	***	***	97.9	***	***	
All Students in Grade 12	Graduation Rate	90	87.2	85.4	100.0	86.3	***	100.0	87.8	50.0	90.2	
BELEN HIGH	Graduation Rate	90	88.3	84.7	100.0	88.4	***	100.0	90.5	57.1	90.7	
BELEN INFINITY HIGH	Graduation Rate	90	***	***	***	***	***	***	***	***	***	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	163	4	46	29	21	0	100	160	1	31	56	13	0
	Male	99	176	4	42	27	27	1	99	174	2	33	55	9	1
Ethnicity	Caucasian	99	103	7	54	25	13	1	99	102	4	44	42	9	1
	African-American	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	Hispanic	100	226	3	40	28	29	0	100	222	0	27	61	12	0
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Status	SWD ²	98	63	2	22	19	56	2	98	61	2	15	62	20	2
	ELL ³	100	58	3	31	36	29	0	100	56	0	41	45	14	0
	FRLP	100	322	4	43	28	25	0	100	318	1	31	56	12	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	339	4	44	28	24	0	100	334	1	32	55	11	0
	2005-06	100	366	4	51	31	14	0	100	366	2	36	54	8	0
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	178	11	54	27	7	1	99	178	6	40	44	9	1
	Male	99	193	6	32	45	17	1	99	193	4	30	54	11	1
Ethnicity	Caucasian	100	87	11	47	33	8	0	100	87	8	46	38	8	0
	African-American	***	4	***	***	***	***	***	***	4	***	***	***	***	***
	Hispanic	99	269	8	41	38	13	1	99	269	4	31	54	10	1
	Asian/Pacific	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	American Indian ¹	***	6	***	***	***	***	***	***	6	***	***	***	***	***
Status	SWD ²	100	75	4	21	36	39	0	100	75	1	21	51	27	0
	ELL ³	100	59	7	27	46	20	0	100	59	5	17	59	19	0
	FRLP	99	351	9	41	37	12	1	100	351	5	34	50	11	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	371	8	43	36	12	1	99	371	5	35	50	10	1
	2005-06	100	354	6	46	34	13	0	100	353	5	31	52	12	0
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

¹ includes Alaskan Natives ² SWD - Students with Disabilities ³ ELL - English Language Learners

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	187	19	50	25	5	0	100	187	3	29	57	11	0
	Male	99	175	5	44	38	13	1	99	175	2	26	51	20	1
Ethnicity	Caucasian	100	88	14	61	17	8	0	100	88	5	30	57	9	0
	African-American	100	16	6	44	50	0	0	100	16	0	19	56	25	0
	Hispanic	100	251	12	43	36	10	0	100	251	2	27	54	17	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Status	SWD ²	99	73	3	23	38	34	1	99	73	0	11	53	34	1
	ELL ³	100	92	13	46	33	9	0	100	92	0	30	52	17	0
	FRLP	100	339	12	46	32	9	0	100	339	2	27	55	16	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	362	12	47	31	9	0	100	362	2	28	54	15	0
	2005-06	99	390	13	41	35	11	1	99	390	3	23	54	19	1
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	185	7	41	44	8	1	99	185	7	21	55	16	2
	Male	100	190	2	31	51	16	0	100	190	4	18	53	23	2
Ethnicity	Caucasian	100	102	7	46	40	7	0	100	102	7	28	49	14	2
	African-American	***	6	***	***	***	***	***	***	6	***	***	***	***	***
	Hispanic	100	255	4	33	50	13	0	100	255	5	17	57	20	2
	Asian/Pacific	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	American Indian ¹	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Status	SWD ²	100	80	1	11	49	39	0	100	80	1	6	48	45	0
	ELL ³	99	96	1	25	58	15	1	99	96	2	13	53	31	1
	FRLP	100	345	3	35	49	13	0	100	345	6	18	55	19	2
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	375	5	35	47	12	0	100	375	6	19	54	19	2
	2005-06	100	368	6	40	46	8	0	100	368	6	26	45	23	0
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	170	7	49	40	4	0	100	170	4	18	54	24	0
	Male	100	189	5	37	39	19	0	100	189	3	18	52	28	0
Ethnicity	Caucasian	100	109	10	46	34	10	0	100	109	6	24	50	20	0
	African-American	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	Hispanic	100	237	4	41	42	12	0	100	237	3	16	53	29	0
	Asian/Pacific American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	100	72	6	4	51	39	0	100	72	4	0	35	61	0
	ELL ³	100	92	2	34	50	14	0	100	92	2	10	58	30	0
	FRLP	100	253	4	37	43	15	0	100	253	3	12	53	31	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	359	6	43	40	12	0	100	359	3	18	53	26	0
	2005-06	100	358	3	34	48	16	0	100	359	1	18	53	29	0
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	99	164	1	49	41	8	1	100	164	2	13	54	32	0
	Male	99	199	2	36	44	18	1	99	197	1	18	52	29	1
Ethnicity	Caucasian	99	101	1	46	39	14	1	99	100	0	22	54	23	1
	African-American	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	Hispanic	100	245	1	42	45	12	0	100	244	2	12	53	33	0
	Asian/Pacific American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	99	84	5	11	52	31	1	99	83	2	6	34	57	1
	ELL ³	100	36	0	25	53	22	0	100	35	0	14	54	31	0
	FRLP	100	242	2	38	45	15	0	100	241	1	11	53	34	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	99	363	1	42	43	13	1	100	361	1	16	53	30	0
	2005-06	100	397	1	39	44	17	0	99	397	1	19	47	33	1
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

9TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	96	223	0	39	38	19	4	90	222	0	23	56	11	10
	Male	93	259	1	30	29	33	7	87	258	2	19	47	19	13
Ethnicity	Caucasian	97	131	0	44	37	16	3	92	131	2	32	46	12	8
	African-American	94	16	0	50	31	13	6	100	16	0	13	88	0	0
	Hispanic	93	318	1	30	32	31	7	86	316	1	17	51	17	14
	Asian/Pacific	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	American Indian ¹	93	15	0	20	27	47	7	87	15	0	13	47	27	13
Status	SWD ²	93	95	0	6	22	64	7	86	95	0	3	41	42	14
	ELL ³	95	111	0	36	29	30	5	90	111	1	16	57	16	10
	FRLP	95	276	0	25	36	34	5	86	274	0	14	53	19	14
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	94	482	0	34	33	27	6	88	480	1	21	51	15	12
	2005-06	97	408	0	39	28	30	3	97	408	1	23	52	21	3
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE

READING

MATHEMATICS

		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	96	135	4	35	44	13	4	92	135	2	18	42	30	8
	Male	97	134	3	30	44	20	3	91	134	3	18	33	37	9
Ethnicity	Caucasian	97	78	5	49	36	8	3	88	78	3	33	32	21	12
	African-American	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	Hispanic	97	179	3	27	49	19	3	92	179	2	12	40	39	8
	Asian/Pacific	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	American Indian ¹	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Status	SWD ²	96	45	4	2	27	62	4	93	45	4	4	11	73	7
	ELL ³	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	FRLP	98	129	4	22	47	25	2	94	129	3	11	37	43	6
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	97	269	4	32	44	16	3	91	269	3	18	38	33	9
	2005-06	99	303	7	46	31	16	1	99	303	4	16	50	28	1
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

School Board Member Participation*

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

Board Member	Number of Points
Chavez, R Sam	3
Goldberg, Jamie	0
Luna, Julian	0
Pino, Adrian	3
Quintana, Dolores Lola	15

Source: 2006-07 New Mexico School Board Association annual report.

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

Data on District Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	18,149,094	59
Instructional Support Services	12,557,382	41
Students	3,390,522	27
Instruction	656,936	5
General Administration	809,681	6
School Administration	1,710,470	14
Central Services	1,271,050	10
Operations & Maintenance	4,540,657	36
Student Transportation	127,508	1
Non-Instructional Support	75,621	<1
Food Services	203	<1
Community Services	75,418	100
Capital Outlay	74,579	<1
Total Expenditures	30,856,676	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 0.00%

Emergency or provisional
Credentials.

Core Classes not taught by
Highly Qualified Teachers.

Percent of Teachers High Poverty Schools

0.72%

7.8%

Percent of Teachers Low Poverty Schools

0.15%

11.0%

	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	348	74.1	25.0	4.3
BELEN DISTRICT OFF	11	45.5	36.4	***
BELEN HIGH	76	69.7	30.3	7.3
BELEN INFINITY HIGH	4	75.0	25.0	2.6
BELEN MIDDLE	50	84.0	16.0	4.9
CENTRAL ELEMENTARY	22	77.3	22.7	0.0
DENNIS CHAVEZ ELEM	33	72.7	24.2	0.0
GIL SANCHEZ ELEM	29	72.4	27.6	0.0
JARAMILLO ELEMENTARY	30	80.0	20.0	0.0
LA MERCED ELEMENTARY	42	73.8	26.2	0.0
LA PROMESA ELEM	22	72.7	27.3	0.0
RIO GRANDE ELEM	25	80.0	20.0	2.2
THE FAMILY SCHOOL	4	50.0	50.0	25.0

* See explanation of data source on last page.

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

*** = missing or not available

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- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion							
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1
DISTRICT WIDE TOTALS	1	53	71	20	10	4	1	33.3	44.7	12.6	6.3	2.5	0.6
DISTRICT WIDE TOTALS	2	33	72	37	13	3	1	20.8	45.3	23.3	8.2	1.9	0.6
DISTRICT WIDE TOTALS	3	59	73	15	11	1	0	37.1	45.9	9.4	6.9	0.6	0.0
DISTRICT WIDE TOTALS	4	63	57	26	10	2	1	39.6	35.8	16.4	6.3	1.3	0.6
DISTRICT WIDE TOTALS	5	35	77	26	9	11	1	22.0	48.4	16.4	5.7	6.9	0.6
DISTRICT WIDE TOTALS	6	40	71	23	19	6	0	25.2	44.7	14.5	11.9	3.8	0.0
DISTRICT WIDE TOTALS	7	34	58	37	19	7	4	21.4	36.5	23.3	11.9	4.4	2.5
DISTRICT WIDE TOTALS	8	56	70	16	15	1	1	35.2	44.0	10.1	9.4	0.6	0.6
DISTRICT WIDE TOTALS	9	43	84	13	15	4	0	27.0	52.8	8.2	9.4	2.5	0.0
DISTRICT WIDE TOTALS	10	51	85	15	3	5	0	32.1	53.5	9.4	1.9	3.1	0.0
BELEN HIGH	1	8	21	7	3	3	1	18.6	48.8	16.3	7.0	7.0	2.3
BELEN HIGH	2	7	21	10	3	1	1	16.3	48.8	23.3	7.0	2.3	2.3
BELEN HIGH	3	6	24	7	6	0	0	14.0	55.8	16.3	14.0	0.0	0.0
BELEN HIGH	4	7	15	15	6	0	0	16.3	34.9	34.9	14.0	0.0	0.0
BELEN HIGH	5	5	29	6	2	1	0	11.6	67.4	14.0	4.7	2.3	0.0
BELEN HIGH	6	5	22	12	3	1	0	11.6	51.2	27.9	7.0	2.3	0.0
BELEN HIGH	7	16	25	0	1	1	0	37.2	58.1	0.0	2.3	2.3	0.0

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion										
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
BELEN HIGH	8	4	21	9	9	0	0	9.3	48.8	20.9	20.9	0.0	0.0			
BELEN HIGH	9	4	28	5	5	1	0	9.3	65.1	11.6	11.6	2.3	0.0			
BELEN HIGH	10	9	23	7	1	3	0	20.9	53.5	16.3	2.3	7.0	0.0			
BELEN INFINITY HIGH	1	23	13	2	0	0	0	60.5	34.2	5.3	0.0	0.0	0.0			
BELEN INFINITY HIGH	2	9	15	10	4	0	0	23.7	39.5	26.3	10.5	0.0	0.0			
BELEN INFINITY HIGH	3	17	19	2	0	0	0	44.7	50.0	5.3	0.0	0.0	0.0			
BELEN INFINITY HIGH	4	24	13	0	0	1	0	63.2	34.2	0.0	0.0	2.6	0.0			
BELEN INFINITY HIGH	5	15	19	3	1	0	0	39.5	50.0	7.9	2.6	0.0	0.0			
BELEN INFINITY HIGH	6	18	17	3	0	0	0	47.4	44.7	7.9	0.0	0.0	0.0			
BELEN INFINITY HIGH	7	9	10	11	5	2	1	23.7	26.3	28.9	13.2	5.3	2.6			
BELEN INFINITY HIGH	8	19	18	0	0	1	0	50.0	47.4	0.0	0.0	2.6	0.0			
BELEN INFINITY HIGH	9	18	20	0	0	0	0	47.4	52.6	0.0	0.0	0.0	0.0			
BELEN INFINITY HIGH	10	14	21	1	1	1	0	36.8	55.3	2.6	2.6	2.6	0.0			
BELEN MIDDLE	1	0	8	1	4	1	0	0.0	57.1	7.1	28.6	7.1	0.0			
BELEN MIDDLE	2	0	10	2	2	0	0	0.0	71.4	14.3	14.3	0.0	0.0			
BELEN MIDDLE	3	1	10	1	1	1	0	7.1	71.4	7.1	7.1	7.1	0.0			
BELEN MIDDLE	4	1	6	5	1	0	1	7.1	42.9	35.7	7.1	0.0	7.1			
BELEN MIDDLE	5	1	6	4	1	2	0	7.1	42.9	28.6	7.1	14.3	0.0			
BELEN MIDDLE	6	1	6	3	4	0	0	7.1	42.9	21.4	28.6	0.0	0.0			
BELEN MIDDLE	7	1	7	5	0	0	1	7.1	50.0	35.7	0.0	0.0	7.1			
BELEN MIDDLE	8	2	6	3	3	0	0	14.3	42.9	21.4	21.4	0.0	0.0			
BELEN MIDDLE	9	1	8	3	1	1	0	7.1	57.1	21.4	7.1	7.1	0.0			
BELEN MIDDLE	10	4	6	4	0	0	0	28.6	42.9	28.6	0.0	0.0	0.0			
CENTRAL ELEMENTARY	1	7	4	0	0	0	0	63.6	36.4	0.0	0.0	0.0	0.0			
CENTRAL ELEMENTARY	2	9	2	0	0	0	0	81.8	18.2	0.0	0.0	0.0	0.0			
CENTRAL ELEMENTARY	3	8	2	1	0	0	0	72.7	18.2	9.1	0.0	0.0	0.0			
CENTRAL ELEMENTARY	4	7	3	0	1	0	0	63.6	27.3	0.0	9.1	0.0	0.0			

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion										
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
CENTRAL ELEMENTARY	5	7	3	0	0	0	1	63.6	27.3	0.0	0.0	0.0	9.1			
CENTRAL ELEMENTARY	6	2	6	0	3	0	0	18.2	54.5	0.0	27.3	0.0	0.0			
CENTRAL ELEMENTARY	7	3	4	2	2	0	0	27.3	36.4	18.2	18.2	0.0	0.0			
CENTRAL ELEMENTARY	8	7	2	1	1	0	0	63.6	18.2	9.1	9.1	0.0	0.0			
CENTRAL ELEMENTARY	9	3	5	0	3	0	0	27.3	45.5	0.0	27.3	0.0	0.0			
CENTRAL ELEMENTARY	10	4	7	0	0	0	0	36.4	63.6	0.0	0.0	0.0	0.0			
DENNIS CHAVEZ ELEM	1	1	4	3	1	0	0	11.1	44.4	33.3	11.1	0.0	0.0			
DENNIS CHAVEZ ELEM	2	0	7	1	1	0	0	0.0	77.8	11.1	11.1	0.0	0.0			
DENNIS CHAVEZ ELEM	3	2	6	0	1	0	0	22.2	66.7	0.0	11.1	0.0	0.0			
DENNIS CHAVEZ ELEM	4	3	4	1	1	0	0	33.3	44.4	11.1	11.1	0.0	0.0			
DENNIS CHAVEZ ELEM	5	1	5	1	1	1	0	11.1	55.6	11.1	11.1	11.1	0.0			
DENNIS CHAVEZ ELEM	6	1	5	1	2	0	0	11.1	55.6	11.1	22.2	0.0	0.0			
DENNIS CHAVEZ ELEM	7	0	3	4	2	0	0	0.0	33.3	44.4	22.2	0.0	0.0			
DENNIS CHAVEZ ELEM	8	4	2	2	1	0	0	44.4	22.2	22.2	11.1	0.0	0.0			
DENNIS CHAVEZ ELEM	9	1	5	2	1	0	0	11.1	55.6	22.2	11.1	0.0	0.0			
DENNIS CHAVEZ ELEM	10	2	6	1	0	0	0	22.2	66.7	11.1	0.0	0.0	0.0			
GIL SANCHEZ ELEM	1	1	3	1	1	0	0	16.7	50.0	16.7	16.7	0.0	0.0			
GIL SANCHEZ ELEM	2	1	3	2	0	0	0	16.7	50.0	33.3	0.0	0.0	0.0			
GIL SANCHEZ ELEM	3	3	3	0	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0			
GIL SANCHEZ ELEM	4	1	2	3	0	0	0	16.7	33.3	50.0	0.0	0.0	0.0			
GIL SANCHEZ ELEM	5	1	2	2	0	1	0	16.7	33.3	33.3	0.0	16.7	0.0			
GIL SANCHEZ ELEM	6	1	3	0	2	0	0	16.7	50.0	0.0	33.3	0.0	0.0			
GIL SANCHEZ ELEM	7	0	0	3	3	0	0	0.0	0.0	50.0	50.0	0.0	0.0			
GIL SANCHEZ ELEM	8	0	5	1	0	0	0	0.0	83.3	16.7	0.0	0.0	0.0			
GIL SANCHEZ ELEM	9	0	5	1	0	0	0	0.0	83.3	16.7	0.0	0.0	0.0			
GIL SANCHEZ ELEM	10	2	4	0	0	0	0	33.3	66.7	0.0	0.0	0.0	0.0			
JARAMILLO ELEMENTARY	1	3	5	2	0	0	0	30.0	50.0	20.0	0.0	0.0	0.0			

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion										
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O				
JARAMILLO ELEMENTARY	2	2	3	4	0	1	0	20.0	30.0	40.0	0.0	10.0	0.0			
JARAMILLO ELEMENTARY	3	6	3	1	0	0	0	60.0	30.0	10.0	0.0	0.0	0.0			
JARAMILLO ELEMENTARY	4	6	4	0	0	0	0	60.0	40.0	0.0	0.0	0.0	0.0			
JARAMILLO ELEMENTARY	5	3	2	1	0	4	0	30.0	20.0	10.0	0.0	40.0	0.0			
JARAMILLO ELEMENTARY	6	4	2	2	1	1	0	40.0	20.0	20.0	10.0	10.0	0.0			
JARAMILLO ELEMENTARY	7	3	2	3	0	2	0	30.0	20.0	30.0	0.0	20.0	0.0			
JARAMILLO ELEMENTARY	8	6	4	0	0	0	0	60.0	40.0	0.0	0.0	0.0	0.0			
JARAMILLO ELEMENTARY	9	5	3	0	1	1	0	50.0	30.0	0.0	10.0	10.0	0.0			
JARAMILLO ELEMENTARY	10	5	4	0	1	0	0	50.0	40.0	0.0	10.0	0.0	0.0			
LA MERCED ELEMENTARY	1	1	1	1	0	0	0	33.3	33.3	33.3	0.0	0.0	0.0			
LA MERCED ELEMENTARY	2	0	3	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0			
LA MERCED ELEMENTARY	3	1	1	1	0	0	0	33.3	33.3	33.3	0.0	0.0	0.0			
LA MERCED ELEMENTARY	4	1	2	0	0	0	0	33.3	66.7	0.0	0.0	0.0	0.0			
LA MERCED ELEMENTARY	5	0	2	1	0	0	0	0.0	66.7	33.3	0.0	0.0	0.0			
LA MERCED ELEMENTARY	6	0	2	1	0	0	0	0.0	66.7	33.3	0.0	0.0	0.0			
LA MERCED ELEMENTARY	7	0	2	0	0	0	1	0.0	66.7	0.0	0.0	0.0	33.3			
LA MERCED ELEMENTARY	8	2	1	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0			
LA MERCED ELEMENTARY	9	1	2	0	0	0	0	33.3	66.7	0.0	0.0	0.0	0.0			
LA MERCED ELEMENTARY	10	2	1	0	0	0	0	66.7	33.3	0.0	0.0	0.0	0.0			
LA PROMESA ELEM	1	2	4	0	0	0	0	33.3	66.7	0.0	0.0	0.0	0.0			
LA PROMESA ELEM	2	3	2	1	0	0	0	50.0	33.3	16.7	0.0	0.0	0.0			
LA PROMESA ELEM	3	3	2	0	1	0	0	50.0	33.3	0.0	16.7	0.0	0.0			
LA PROMESA ELEM	4	1	3	1	1	0	0	16.7	50.0	16.7	16.7	0.0	0.0			
LA PROMESA ELEM	5	1	3	1	1	0	0	16.7	50.0	16.7	16.7	0.0	0.0			
LA PROMESA ELEM	6	0	3	0	1	2	0	0.0	50.0	0.0	16.7	33.3	0.0			
LA PROMESA ELEM	7	0	2	1	1	2	0	0.0	33.3	16.7	16.7	33.3	0.0			
LA PROMESA ELEM	8	1	4	0	1	0	0	16.7	66.7	0.0	16.7	0.0	0.0			

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion									
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O			
LA PROMESA ELEM	9	1	4	0	1	0	16.7	66.7	0.0	16.7	0.0	0.0			
LA PROMESA ELEM	10	1	5	0	0	0	16.7	83.3	0.0	0.0	0.0	0.0			
RIO GRANDE ELEM	1	1	4	2	1	0	12.5	50.0	25.0	12.5	0.0	0.0			
RIO GRANDE ELEM	2	0	2	3	2	1	0.0	25.0	37.5	25.0	12.5	0.0			
RIO GRANDE ELEM	3	3	2	1	2	0	37.5	25.0	12.5	25.0	0.0	0.0			
RIO GRANDE ELEM	4	4	2	1	0	1	50.0	25.0	12.5	0.0	12.5	0.0			
RIO GRANDE ELEM	5	1	2	3	1	1	12.5	25.0	37.5	12.5	12.5	0.0			
RIO GRANDE ELEM	6	1	3	1	2	1	12.5	37.5	12.5	25.0	12.5	0.0			
RIO GRANDE ELEM	7	2	0	5	1	0	25.0	0.0	62.5	12.5	0.0	0.0			
RIO GRANDE ELEM	8	4	4	0	0	0	50.0	50.0	0.0	0.0	0.0	0.0			
RIO GRANDE ELEM	9	2	2	2	2	0	25.0	25.0	25.0	25.0	0.0	0.0			
RIO GRANDE ELEM	10	4	1	2	0	1	50.0	12.5	25.0	0.0	12.5	0.0			
THE FAMILY SCHOOL	1	6	4	1	0	0	54.5	36.4	9.1	0.0	0.0	0.0			
THE FAMILY SCHOOL	2	2	4	4	1	0	18.2	36.4	36.4	9.1	0.0	0.0			
THE FAMILY SCHOOL	3	9	1	1	0	0	81.8	9.1	9.1	0.0	0.0	0.0			
THE FAMILY SCHOOL	4	8	3	0	0	0	72.7	27.3	0.0	0.0	0.0	0.0			
THE FAMILY SCHOOL	5	0	4	4	2	1	0.0	36.4	36.4	18.2	9.1	0.0			
THE FAMILY SCHOOL	6	7	2	0	1	1	63.6	18.2	0.0	9.1	9.1	0.0			
THE FAMILY SCHOOL	7	0	3	3	4	0	0.0	27.3	27.3	36.4	0.0	9.1			
THE FAMILY SCHOOL	8	7	3	0	0	0	63.6	27.3	0.0	0.0	0.0	9.1			
THE FAMILY SCHOOL	9	7	2	0	1	1	63.6	18.2	0.0	9.1	9.1	0.0			
THE FAMILY SCHOOL	10	4	7	0	0	0	36.4	63.6	0.0	0.0	0.0	0.0			

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

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

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

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

SWD- Students with Disabilities.

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

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

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

Assessments - Proficiency Levels

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

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School Methodology

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

High and Low Poverty Schools

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

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