

## Districts and schools

|                                       | 1993-94 | 2002-03 |
|---------------------------------------|---------|---------|
| Number of districts (CCD)             | 88      | 89      |
| <b>Number of public schools (CCD)</b> |         |         |
| Elementary                            | 420     | 444     |
| Middle                                | 139     | 163     |
| High                                  | 125     | 161     |
| Combined                              | 9       | 24      |
| Other                                 | 15      | 9       |
| Total                                 | 708     | 801     |
| Number of charter schools (CCD)       |         | 27      |

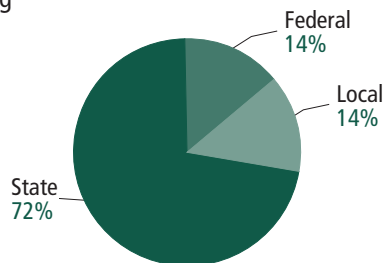
## Finances

| Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands) | 1993-94   | 2001-02     |
|---|-----------|-------------|
| Instructional   | \$992,210 | \$1,232,319 |
| Noninstructional  | 97,902    | 101,976     |
| Support   | 604,163   | 869,870     |
| Total   | 1,694,275 | 2,204,165   |

| Per-pupil expenditures (CCD, adjusted for inflation to 2001-02) | 1993-94 | 2001-02 |
|---|---------|---------|
|   | \$5,256 | \$6,882 |

## Sources of funding

(CCD, 2001-02)



| Title I allocation 2001-02 (ED; Includes Title I, Part A) | 2001-02      |
|---|--------------|
|   | \$82,193,013 |

## Students

| Public school enrollment (CCD) | 1993-94 | 2002-03 |
|--------------------------------|---------|---------|
| Pre-K                          | 1,933   | 3,529   |
| K-8                            | 224,354 | 220,967 |
| 9-12                           | 87,768  | 95,767  |
| Total (K-12)                   | 312,122 | 316,734 |

| Race/ethnicity (CCD)           | 1993-94 | 2002-03 |
|--------------------------------|---------|---------|
| American Indian/Alaskan Native | 10%     | 11%     |
| Asian/Pacific Islander         | 1       | 1       |
| Black, non-Hispanic            | 2       | 2       |
| Hispanic                       | 46      | 52      |
| White-non-Hispanic             | 40      | 34      |

| Students with disabilities (OSEP) | 1993-94 | 2002-03 |
|-----------------------------------|---------|---------|
|                                   | 12%     | 13%     |

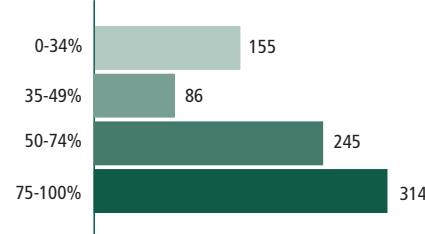
| Students with limited English proficiency (NCELA) | 1993-94 | 2002-03 |
|---|---------|---------|
|   | 25%     | 20%     |

| Migrant students (OME) | 1993-94 | 2002-03 |
|------------------------|---------|---------|
|                        | 1%      | 1%      |

| Eighth-grade students enrolled in Algebra I for high school credit (NAEP) | 1996 | 2003 |
|---|------|------|
|   | 22%  | 20%  |

| Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) | 2002-03 |
|--|---------|
|  | 182,469 |

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>1 school did not report.

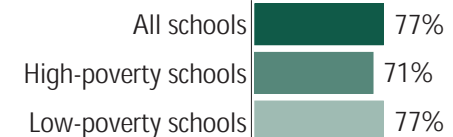
## Staff

| Number of FTE teachers (CCD) | 1993-94 | 2002-03 |
|------------------------------|---------|---------|
| Elementary                   | 9,029   | 10,279  |
| Middle                       | 4,020   | 4,685   |
| High                         | 4,338   | 5,657   |
| Combined                     | 54      | 218     |
| Other                        | 964     | 334     |
| Total                        | 18,404  | 21,172  |

| Number of FTE non-teacher staff (CCD) | 1993-94 | 2002-03 |
|---------------------------------------|---------|---------|
| Instructional aides                   | 4,066   | 5,158   |
| Instructional coordinators            | 468     | 660     |
| Administrators                        | 1,278   | 1,849   |
| Other                                 | 12,478  | 14,987  |
| Total                                 | 18,290  | 22,654  |

| Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) | 1994 | 2000 |
|--|------|------|
| English  | 76%  | 65%  |
| Mathematics  | 69   | 52   |
| Science  | 71   | 55   |
| Social studies   | 60   | 39   |

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

|                                      | 1993-94 | 2000-01 |
|--------------------------------------|---------|---------|
| High school dropout rate (NCES)      | 8%      | 5%      |
| Avg. freshman graduation rate (NCES) | 67      | 66      |
| College-going rate (IPEDS/NCES)      | 54      | 59      |

| NAEP state results (NCES) | 1994 | 2003 |
|---------------------------|------|------|
| Reading, Grade 4          |      |      |
| Proficient level or above | 21%  | 19%  |
| Basic level or above      | 49   | 48   |
| Math, Grade 8             |      |      |
| Proficient level or above | 14%  | 15%  |
| Basic level or above      | 51   | 52   |

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too small to calculate  
 FTE = Full Time Equivalent

## Statewide Accountability Information

See Appendix B for New Mexico's definitions of proficient for reading and mathematics for grades 4, 8, and 10.

**State assessment for NCLB accountability:** –

**State student achievement levels:** Beginning Proficiency, Nearing Proficient, Proficient, Advanced

### NCLB Accountability Goals

| 2001-02 Annual measurable objective starting point |             |     | Target (2002-03) |
|--|-------------|-----|------------------|
| Grade 4  | Reading     | n/a | n/a              |
|  | Mathematics | n/a | n/a              |
| Grade 8  | Reading     | n/a | n/a              |
|  | Mathematics | n/a | n/a              |
| Grade 10   | Reading     | n/a | n/a              |
|  | Mathematics | n/a | n/a              |

### 2002-03 NCLB accountability results, applied to 2003-04 school year

| AYP outcomes and consequences*  | Title I schools | All schools   | All districts |
|---|-----------------|---------------|---------------|
| Made AYP  | n/a             | n/a           | n/a           |
| Identified for improvement:   |                 |               |               |
| Year 1  | n/a             | n/a           | n/a           |
| Year 2  | n/a             | n/a           | n/a           |
| Corrective action   | n/a             | n/a           | n/a           |
| Restructuring   | n/a             | n/a           | n/a           |
| Exited improvement status (made AYP twice after missing twice or more, includes total "made" above) | n/a             | n/a           | n/a           |
| Other indicator, 2002-03  | State Target    | State Outcome |               |
| Elementary indicator: n/a   | n/a             | n/a           |               |
| Middle indicator: n/a   | n/a             | n/a           |               |
| High school indicator: n/a  | n/a             | n/a           |               |

| NCLB choice participation          | Number of Title I students | Percent of eligible students |
|------------------------------------|----------------------------|------------------------------|
| Title I school choice:             | n/a                        | n/a                          |
| Supplemental educational services: | n/a                        | n/a                          |

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

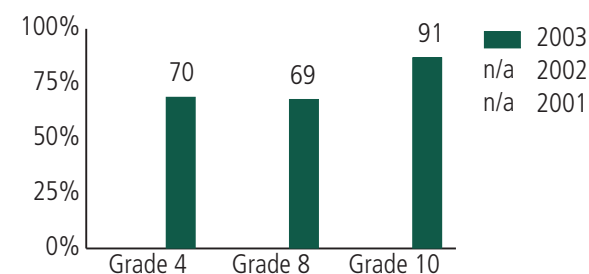
## Student Achievement 2002-03

**New Mexico Standards Based Assessment, not used for NCLB accountability**

### Reading

| Proficient level or above for:            | Grade 4 | Grade 8 | Grade 10 |
|---|---------|---------|----------|
| All students                              | 70%     | 69%     | 91%      |
| Economically disadvantaged students       | 53      | 50      | 81       |
| Migrant students                          | 35      | 33      | 51       |
| Students with disabilities                | 44      | 41      | 70       |
| Students with limited English proficiency | 37      | 30      | 68       |
| Black, non-Hispanic students              | 63      | 63      | 91       |
| Hispanic students                         | 64      | 61      | 88       |
| White, non-Hispanic students              | 83      | 84      | 98       |

### Student achievement trend: Reading percent proficient level or above



### Mathematics

| Proficient level or above for:            | Grade 4 | Grade 8 | Grade 10 |
|---|---------|---------|----------|
| All students                              | 65%     | 64%     | 84%      |
| Economically disadvantaged students       | 49      | 45      | 71       |
| Migrant students                          | 32      | 34      | 56       |
| Students with disabilities                | 45      | 37      | 56       |
| Students with limited English proficiency | 36      | 30      | 60       |
| Black, non-Hispanic students              | 57      | 54      | 78       |
| Hispanic students                         | 58      | 55      | 79       |
| White, non-Hispanic students              | 79      | 80      | 93       |

### Student achievement trend: Mathematics percent proficient level or above

