

Districts and schools

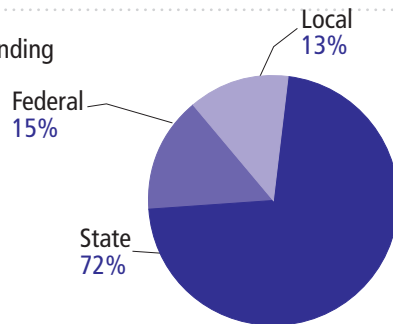
	1993-94	2003-04
Number of districts (CCD)	88	89
Number of public schools (CCD)		
Elementary	420	445
Middle	139	164
High	125	162
Combined	9	34
Other	15	9
Total	708	814
Number of charter schools (CCD)		34

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$987,569	\$1,266,008
Noninstructional	97,444	105,462
Support	601,337	910,138
Total	1,686,350	2,281,608

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$5,232	\$7,125

Sources of funding (CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$103,273,759

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	1,895	3,976
K-8	224,316	222,056
9-12	87,768	97,034
Total (K-12)	312,084	319,090

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	10%	11%
Asian/Pacific Islander	1	1
Black, non-Hispanic	2	2
Hispanic	46	52
White, non-Hispanic	40	33

Students with disabilities (OSEP) 12% 13%

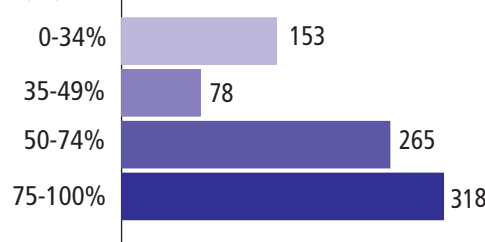
Students with limited English proficiency (NCELA) 25% 17%

Migrant students (OME) 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, 2003-04 (CCD) 188,105

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	9,082	10,465
Middle	4,073	4,681
High	4,431	5,670
Combined	192	344
Other	276	409
Total	18,054	21,569

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	4,066	5,243
Instructional coordinators	468	724
Administrators	1,278	1,853
Other	12,478	15,452
Total	18,290	23,272

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, 2003-04 (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	2005
Reading, Grade 4		
Proficient level or above	21%	21%
Basic level or above	49	52
Math, Grade 8		
Proficient level or above	14%	14%
Basic level or above	51	53

Statewide Accountability Information

See Appendix B for New Mexico's definitions of proficient for Reading and mathematics for grades 4, 8, and high school.

See <http://sde.state.nm.us/div/acc.assess/accountability/ayp.html#reportcard> for more details on the statewide accountability system.

State assessment for NCLB accountability: New Mexico Standards Based Assessment

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

NCLB Accountability Goals

		2003-04 Annual measurable objective starting point	Target (2003-04)
Grade 4	Reading	33.7%	33.7
	Mathematics	38.3	38.3
Grade 8	Reading	44.8	44.8
	Mathematics	36.8	36.8
Grade 11	Reading	44.2	44.2
	Mathematics	34.6	34.6

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	365 (68%)	519 (68%)	34 (38%)
Identified for improvement:			
Year 1	32 (6%)	35 (5%)	0
Year 2	22 (4%)	9 (1%)	0
Corrective action	37 (7%)	17 (2%)	0
Restructuring	30 (6%)	28 (4%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance rate	92%	Met
Middle school indicator: Attendance rate	92%	Met
High school indicator: Graduation rate	75%	Met

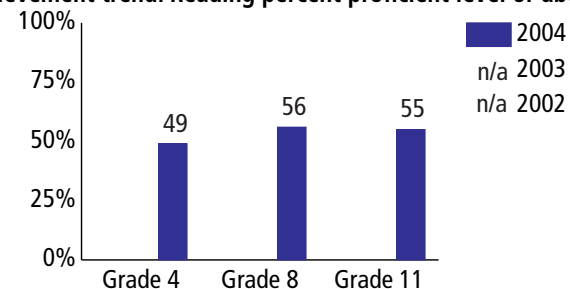
NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,656	3%
Supplemental educational services:	3,682	12%

Student Achievement 2003-04

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

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	49%	56%	55%
Economically disadvantaged students	41	46	44
Migrant students	38	47	13
Students with disabilities	21	24	20
Students with limited English proficiency	31	33	28
Black, non-Hispanic	45	54	44
Hispanic students	44	49	47
White, non-Hispanic	66	75	72

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	55%	49%	46%
Economically disadvantaged students	47	38	35
Migrant students	27	34	23
Students with disabilities	31	19	16
Students with limited English proficiency	36	27	25
Black, non-Hispanic	50	39	34
Hispanic students	49	41	37
White, non-Hispanic	72	69	63

Student achievement trend: Mathematics percent proficient level or above

